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PRESIDENT'S VIEWPOINT

The Year That Was

In some ways the 1982-83 school year was like all others. You endured the computer invasion, administrative insensitivity, parents' ire, frozen budgets, long hours, low pay, the loss (through RIF rites) of valued colleagues.

You began with hopes aglow, cringed as they were smothered, then somehow rekindled them again. You hung in there even when Jason broke your heart with a loneliness you couldn't heal and Jessica rattled your nerves with her social precociousness.

A typical year.

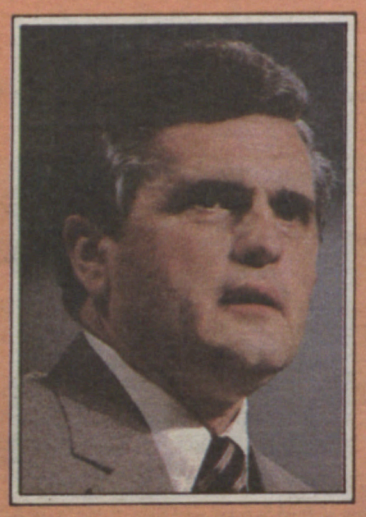
In other ways, 1982-83 has been a year like no other. It's been a slowly unfolding surprise, a revelation. The November 1982 election results gave the first real hint of what was to come.

Those results—in no small part a product of your efforts nationwide—proved decisively that the 1980 Reagan victory had not been the mandate the President thought it was. From Massachusetts to Arkansas, from Vermont and Connecticut to Nebraska and California, the voters' voices of 1982 interpreted the 1980 election results.

And those voices said, without ambiguity, that there was and there is no mandate for the destruction of public education, no mandate for unemployment, no mandate for warmongering words and nuclear gamesmanship, no mandate—no matter Watt—for the neglect of our environment, no mandate for civil rights regression, for covert threats to the aged and the infirm, for tax reform that shelters the wealthy, for voucher schemes that rob Peter to pay St. Paul.

No, the 1982 voters said, their 1980 votes had mandated none of this.

But if the voters did not want Reaganomics or more generally Reaganism, if even those who



NEA President
Willard McGuire

admired the President did not share his ideology, what did they want? Well, that was the surprise, the secret that the rest of the year slowly unveiled.

The 1982-83 school year has revealed a good deal about the American character. The irony of the year is that Americans turned to the most conservative Administration in this century and asked that Administration to *conserve* the precious heritage they treasured. The voice of the people made it clear that what this nation is in principle, what it has been at its best, and what it has the capacity of becoming are closely akin, nearly identical. Americans asked this Administration to have—in the most literal sense—"the conscience of a conservative."

The American people want to *conserve* our tradition of a free public education. They want meaningful employment, tax equity, ecological good sense, and civil rights progress. They want peace. And they understand that education and real national security are woven together in a seamless web.

Seldom have the demands of the public at large and the demands of NEA members been more in harmony. And out of that harmony, there is beginning to emerge a partnership that we in the education community did not expect to mature so quickly. But we welcome it.

The alliance—rooted in a common concern for the tradition of public education—among public school employees, the public at large, and the public school's reasonable critics is *the* story and the surprise of the 1982-83 school year.

From a relationship bordering on hostility, there now grows a partnership of shared values and commitments. The NEA, its rational critics, and the public are saying in unison: we want more challenging course material for students, we want tougher standards for the teaching profession, we need to make an unqualified commitment to quality.

These united voices insist we can do better. And together, with our disagreements undisguised but also with a single conviction working its unifying magic, we shall do better.

As I return to my classroom next fall after enjoying for four years the privilege of serving as your president, what most inspires me is the thought that what was once only NEA's slogan—"A Strong America Needs Strong Public Schools"—has become the nation's slogan.

TRENDS

Math Myth Debunked

Enough at last of the nonsense about innate gender-determined math abilities. The first large-scale survey of male/female mathematical ability and parental attitudes—recently completed at the Johns Hopkins University—found—

- *No difference* between girls and boys in IQ or math aptitude.
- Parents reporting higher expectations for sons than for daughters in math *from the beginning*.
- Boys and girls mirroring their parents' views by the first grade.
- Math performance, by the third grade, clearly and decisively reflecting parental expectations.

Society and Suicide

Every day in the U.S. an average of 18 teenagers kill themselves. And the adolescent suicide rate has more than tripled since 1974.

Behind these grim statistics is the fact that "our society condones violence in general," says Dr. Mary Griffin, a psychiatrist and co-author of *A Cry for Help: Exploring and Exploding the Myths About Teenage Suicide*.

Boys commit three out of four successful suicides, but girls make three out of four *attempted* suicides.

Griffin grants that a potential suicide victim is hard to detect. But after conducting 56 "postmortems," she says one of the common indicators is "the making of a will, the child giving away favorite things."

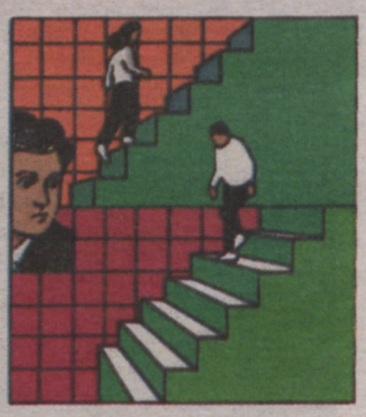
More Counseling, Earlier, Could Help

Statisticians estimate that half the children born this year will —before age 18—live with only one parent.

Such social upheavals may explain the increasing emphasis on elementary school guidance programs. In 1963 the number of elementary school counselors nationwide stood at just 500. By 1973 the total topped 7,000, and since then it's doubled.

Experts argue that this increase is justified by research findings in child development suggesting that behavioral problems are more easily identified, treated, and remedied in young children than in adolescents.

Meanwhile, two bills that would provide federal funding for comprehensive elementary school guidance and counseling programs languish in Congress. But there is hope: passage of the American Defense Education Act—the key item in NEA's legislative agenda—would provide local districts with up to $50 per student to upgrade counseling and other programs.



Economy and Monogamy

The 20-year-long "divorce boom"—during which rates tripled—is over. At least temporarily.

In 1982, the number of divorces dropped for the first time in two decades, according to the National Center for Health Statistics (NCHS). And the decline was significant—nearly 4 percent. But NCHS experts expect the divorce rate to rise again —*if* the economy improves.

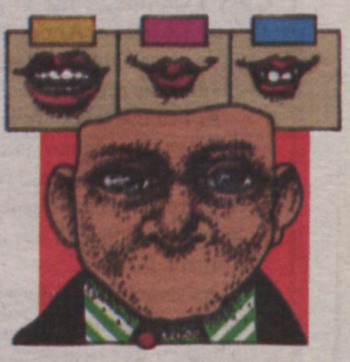
People simply can't afford divorces in tough recessionary times. Divorce rates also dropped during the Depression.

The Hostile Smile

Children who appear to have behavioral problems may in fact simply be suffering from an inability to interpret nonverbal communication.

Emory University psychologist Stephen Nowicki has studied this phenomenon at length. His research suggests that some children who have no trouble with *verbal* communication mistake a friendly gesture—for example, a smile—for a hostile one and then react in a way that starts a chain of misunderstandings and negative reactions.

Nowicki hopes to develop appropriate treatment for this problem. For further information, contact Nowicki at Emory University, Atlanta, GA 30322.



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CRUMBLING SCHOOL PLANTS

Neglect, Age Take Toll on Schools

Older teachers probably remember their student days spent in schools with oiled wood floors, one fire escape, unventilated chemistry labs, leaky tin roofs, and boilers that quit in the coldest weather.

For the most part, today's schools and colleges are in better shape. But there are all too many where teachers must try to educate the children of the 1980's in the dilapidated structures of the 1890's—while custodial and maintenance personnel wage a heroic daily struggle to hold the buildings together.

How far gone are our school plants? A recent survey of 100 districts conducted by the American Association of School Administrators (AASA) and two other education groups revealed it would take about $25 billion to bring school buildings up to standard. That's more than 20 times the $1.2 billion these districts spend each year for maintenance and capital improvements.

What's wrong with the schools? The AASA study lists roof repair and replacement, interior renovation, and improved heating, cooling, and ventilation systems as top priorities.

Besides being inconvenient, depressing, and distracting, many school facilities are also unsafe. They fail to meet fire and safety standards and are often loaded with asbestos, a formerly popular school insulating material—and known cause of cancer and other diseases (*story below*).

Age isn't the only reason why schools are falling apart. Other causes include high levels of wear and tear from vandalism and long hours of daily use, as well as deferred maintenance and renovation due to limited financial resources.

Dilapidated Dozen

Bringing America's school buildings up to standard would cost billions of dollars. In recent survey, these 12 districts reported the highest totals for needed repair and renovation.

School system	Repair bill (in millions of $)
1. New York City	$680.0
2. Los Angeles	315.5
3. Detroit	308.0
4. Chicago	280.0
5. Dade County, Fla.	186.8
6. Seattle	175.0
7. Houston	86.5
8. Portland, Ore.	82.0
9. Buncombe City Schools, N.C.	70.5
10. Philadelphia	75.3
11. Omaha, Neb.	66.4
12. Newark, N.J.	58.5

Joe Schuyler

Deferring needed school plant maintenance doesn't pay, say Bethlehem (N.Y.) Middle School custodians (from left) Victor Frye, Jim Doherty, and Bill Woehrmann, here keeping tabs on the boilers.

Tommy Noonan

Portland, Oregon, ranks eighth among the cities responding to the AASA survey—repairing its schools would cost about $82 million. But the Portland system is making headway, says Portland Association of Teachers President Len Anderson.

In the mid-1970s, "right after the district completed its study of building conditions," he explains, "we pushed hard for districtwide renovations—ceiling and window replacements, new heating systems, and other improvements. Then we worked with the administration to get a special levy passed to pay for the program."

That bond issue, approved seven years ago, currently produces about $3 to $4 million a year. The school system can also tap general revenues from a tax base approved by voters last May—thanks to a campaign led by PAT members.

In the Columbus, Ohio, school system, the price tag for needed repair and renovation is $37 million. About half that total would go for roof repair and replacement of outdated electrical and heating systems. The remainder is to upgrade facilities for the handicapped, remove asbestos, and improve energy efficiency.

"Our biggest problems here," says South High School social studies teacher Carolyn Manley, "are finding a happy temperature medium—some rooms are too hot, others too cold—and getting repairs done quickly." School age contributes to many of the problems, she adds.

Over the years, the Columbus Education Association has attempted to address plant and maintenance complaints through informal talks and the grievance process.

Most often the people who first notice and then must respond to deteriorating buildings and equipment are school custodians and maintenance workers.

Jim Doherty, head custodian at New York State's Bethlehem Middle School, says periodic checks and tests of equipment plus regular maintenance can add years to a school's life expectancy.

Still, sooner or later, money must be spent on new structures and renovations—and the question is where it will come from.

It would come from the federal government if Congress approves legislation now before it. NEA has joined a broad-based coalition of education groups in pressing for a $1 billion set-aside for school renovation and construction under both the proposed $4 billion Emergency Public Works Employment Act of 1983 and the $5 billion Community Renewal Employment Act. At press time the two bills were pending in the House of Representatives.

—Bill Fischer

Asbestos: Silent Killer in the Classroom

Following a four-month shutdown, classes have resumed at Tennessee's Clinton Senior High, one of four schools in Anderson County that were closed this year while workers covered or removed asbestos.

For many teachers and students the closings have meant transfers, split shifts, and going to school on Saturdays, reports Anderson County Education Association President-Elect Frances Fowler.

Asbestos is not always dangerous, but inhaling the fibers in loose form is known to cause lung and other cancers and asbestosis—a scarring of lung tissue. Asbestos-related health problems often don't show up for many years. In schools, asbestos was most commonly used in ceilings, floors, boilers, and pipes as an insulator or fire retardant.

The Environmental Protection Agency (EPA) estimates that 8,600 public schools built before about 1972 still contain "friable" (crumbly) asbestos—and that more than 3 million students and school staff members are exposed to its dangers.

Exactly how many schools have problems may be answered in part by an EPA order that requires public school officials to inspect every school building and notify teachers, other school personnel, and parents by June 28 if any friable asbestos is found.

Aside from that, the federal government is doing little to help schools determine when asbestos is a hazard and what to do about it. Congress did pass the Asbestos School Hazard Detection and Control Act in 1980, authorizing $175 million for asbestos removal, but it never funded the program.

With little or no technical guidance and limited knowledge of the asbestos danger, states and school systems are going off in different directions.

In Texas, for example, the Houston school district is doing nothing until it's told by EPA that there's a problem. Florida, on the other hand, has ordered its schools to either get rid of or cover all asbestos.

Where governments haven't acted, Associations have. Faculty members at Massachusetts' Bristol County Community College threatened to stay off the job recently until asbestos used to insulate plumbing was removed. A few days later, a firm was hired to clean up the asbestos wastes.

How can you find out if your school has an asbestos problem and what if anything is being done about it? First check with your building principal, superintendent, or school plant manager, to find out if the study mandated by EPA is under way. Then watch for information summarizing the asbestos situation in your area.

For more information on asbestos hazards, write to NOISE (National Organization for Improving School Environments), P.O. Box 9546, Washington, DC 20016.

—Bill Fischer

NOISE

A team of workers removes asbestos covering the ceiling of a high school gym. Under a federal order, schools have until June 28 to notify parents and staff members of any asbestos hazards.

IN THE CLASSROOM

DO COMPUTERS BYTE?

In just a year or two, the whole picture has changed. Few teachers still assert that computers are just another passing fad in education. Only a minority, nowadays, fear that these glamorous machines will make them obsolete.

Sure, arguments against the alien hordes of bits, bytes, and pixels are still heard in teachers' lounges and at meetings. The most compelling is that computers are luxuries that divert scarce school dollars from classroom necessities—even from teachers' salaries. A few others:

- Computers will dehumanize education and distract students from learning how to establish relationships with other people.
- No one has seriously tried to find out just what completely new approaches to teaching and learning the computer makes possible.
- At the present stage of educational software development, computers are a waste of time.

One of these problems—the lack of useful programs for computer-assisted instruction—is already getting a new solution: teachers and students are custom-designing courseware to teachers' specifications.

In fact, a very common complaint about computers has become, "We don't have enough of them." A 1982 NEA survey showed that 70 percent of teachers who reported computers' effects on students said the machines improve interest, motivation, attention span, self-confidence, and cognitive learning. Half the teachers surveyed said computer learning would become common and be considered basic.

"Don't be afraid," business education teacher Mike Barron of Virginia City, Nevada, advises his colleagues. "Just sit down in front of it, turn it on, and start doing it."

Bob Kelly of Springfield, Missouri, is one of the many teachers who have brought their own home computers to class. "A teacher who's afraid of being replaced by a computer doesn't realize a teacher's true value," asserts Kelly, a special education teacher at Jeffries Elementary School. "The computer is just a tool, like a textbook."

Although teachers have been the driving force behind the adoption of computers in many schools, in others they haven't had much choice. Parents, the administration, or even the business community have demanded computer education for local students.

"Many parents have computers at home," says Ora McGuire of Benton Central Junior-Senior High School in Oxford, Indiana. "They want computers in the schools, too." In cases like this, teachers, in self-defense, have banded together to make the new curriculum requirement an asset instead of a burden.

Steve Jennings

In most schools, the question is no longer whether we'll use computers, but how.

Although contract language on computers is scarce, most teachers want policies that bring computers into the school, involve teachers in planning, give them the training they need, and protect their jobs and working conditions, according to NEA's survey.

Training for teachers comes from many sources. In Springfield, Missouri, for example, the school district gives an in-service course—and Bob Kelly, on his own, has held a session for teachers at Jeffries. Teachers at the Treasure Island Elementary School in Miami Beach, Florida, get courses from the local teacher center. The Oxford, Indiana, public schools got a state grant so interested teachers could take a special course. Hudson High School in Summit County, Ohio, provides an in-service course with graduate credit. In fact, according to NEA's survey, 21 percent of teachers have had some computer training—and 83 percent want a course in instructional computer use.

The search for suitable courseware hampers many teachers who want to add computer use to their repertoire of methods. Reno, Nevada's response to the problem is typical: a committee of teachers evaluates software.

"There've been a lot of mistaken purchases," says Jenny Salls, who heads the math department at McQueen High School. "We wanted to make sure the mistakes were made only once."

Benton High School in Oxford, Indiana, returns any software that isn't satisfactory. And public school people in seven cities from Tuscaloosa to Tulsa are working together to develop good diagnostic software in math. When the educators have chosen the objectives and the tests they want, a major publisher will write the programs to teach those objectives.

Teachers have broken open the boxes that kept computers in the math, science, or vocational departments. Home economics and English, social studies and physical education, foreign languages and journalism and special ed—teachers of all these subjects have found ways to put the computer to work. Just one example: in Fort Campbell, Kentucky, high school students who miss a physical education class can practice soccer plays on a micro.

Many teachers are enthusiastic about drill and practice on the computers. Ber-

Help... Is On the Way

Choosing microcomputer hardware and finding the right courseware will become a lot easier this fall with the start of the NEA Educational Computer Service.

The service, to be administered by the National Foundation for the Improvement of Education, will begin with a printed catalog of hardware at special discount prices for NEA members. The catalog will also list NEA-approved courseware, both teacher-made and commercially developed. Exact descriptions will tell just which computers, peripherals (computer accessories), and courseware can be used together.

The catalog will be updated several times each year. It will provide a comprehensive guide to courseware, notably to materials developed by teachers. The service will publish the teacher-made courseware and furnish royalties on its sale.

To be accepted for publication, courseware must pass two important tests—technical and instructional. Cordatum, Inc., a computer systems firm, will do the technical testing. NEA members and other consultants will do the instructional testing, using standards that a team of members will develop.

If you're interested in the catalog or in evaluating courseware—or if you've developed courseware that you'd like to submit for publication—write for details to the NEA Educational Computer Service, 4720 Montgomery Lane, Bethesda, MD 20814-5383.

IN THE CLASSROOM

Steve Jennings

Tomorrow's Adults Look Ahead

A Word From Our Future

Students in Bob Jackson's computer class at Washington High School in Tulsa talked with a visitor—*NEA Today* staff writer Jane Power—one day this spring. A single question—How will computers change things?—brought enough answers to fill a tape. Here, condensed, are a few of the students' ideas:

Thomas Dixon: Anybody that doesn't know how to program or to use basic computer language will be lost in the future.

Grayson Richardson: Sure, a lot of people say computers threaten to depersonalize the world. But I think they're just scared of the changes that are coming about, and they're rationalizing their fears.

Vincent Jeffery: I don't think the danger is so much computers as it is people. The computer is just a souped-up abacus.

Sherri Rogers: I worry about the people who don't know anything about computers. They're going to be left behind, and some of them will never have an opportunity to learn.

TD: But computers will make more jobs, in programming and in maintenance.

Thelma Latimer: Take development of resources in space—we couldn't do that without computers, and it will create a lot of jobs.

SR: But the computer will wipe out most of the jobs that people on unemployment are trained to do.

Steve Jennings

GR: If people would think more about the future than about the present, they could train for the jobs of the new age—information-handling jobs.

VJ: That leaves out the human element. Most people just don't like to learn new things—especially if they're in their 40s, their 50s, unemployed, and feel like dirt. Most people don't have the determination to learn computers, especially when they feel as if they can't do *anything*.

SR: Of course the computer is limited, too. It only does what we tell it to, even though it does those things a lot faster than we could.

VJ: The human mind is loony enough to take all kinds of concepts that the computer's too logical to grasp—and make them work.

GR: The computer comes up with the most efficient design for your idea—but you have to put in the idea. The computer isn't creative.

VJ: Of course in a few years we may come up with an artificial intelligence that surpasses ours. That's when the real fun starts. . . .

nice Jordan, who teaches fifth grade at the James Fenimore Cooper Elementary School in Tulsa, Oklahoma, is one of them. "My students can't wait to get to the computer room and start working," she reports.

But other teachers hold that workbooks do just as well for this purpose. A more practical use for the expensive, still scarce machines, they believe, is simulations, in which the computer presents the results of choices in hypothetical situations.

Tulsa chemistry and physics teacher Gene Thompson uses computers to simulate experiments that students can't actually do, like showing how a laser works. Thompson's students at Booker T. Washington High School also use computers to verify their data and their calculations in experiments.

Game programs get mixed reviews. Many teachers say they're just a waste of time. Others say they're not only a great incentive to students to finish their math assignment but are also educational in themselves. "The students shoot down math facts just as they'd play an Atari game," observes Tulsa's Bernice Jordan.

Games also offer a way to get students interested in the computer itself. Some teachers have found that after playing games for a while, students start wanting to tinker with them, become interested in writing programs, and end up writing their own programs from scratch.

Many teachers, finally, are using computers to teach students simply how to use computers. In this broad field, called *computer literacy*, it's not always preparation to become a programmer that gets the emphasis. Rather, says Nevada's Mike Barron, "Skill in using—and programming—computers will prepare students better for any occupation, from farming to urban planning."

Computers in schools go beyond purely instructional uses. Teachers use computers to make up and correct tests and to average grades. At Cooper Elementary School in Tulsa, computers analyze a pretest at the beginning of the year, pointing out which English skills each student needs to work on and where to go in specific instructional materials for work on those points. Through the year, students return to the computer to test their new skills. Printouts also let parents know what to help their children with.

As instructional computing spreads through U.S. schools, questions of its ultimate effect on society spread with it. Most commonly asked: will computers increase inequality between races, economic levels, and sexes?

So far the answer is discouraging. Rich districts have more computers than poor ones. Market Data Retrieval, Inc., reports that last year instructional computers were available in 80 percent of the nation's 2,000 largest, richest high schools—but in only 40 percent of the smallest, poorest ones. The correlation holds at the junior high and elementary levels as well.

As children in poorer districts have less access to computers, so do minority children, who are more likely than others to live in such districts. Unless this is changed, the resulting gap in computer literacy will reinforce the income gap between the races.

Lack of money, in fact, is the greatest problem teachers cite in trying to get computers for instruction. High school math teacher Marilyn Cross of Medina City, Ohio, puts it this way: "Most teachers here would like to use computers if they're available—but their basic supplies have to come first."

In some schools teachers have found creative ways outside the school district budget to get hold of the machines. Sixth grade teacher Donn McGinnis of Boise, Idaho, began with a terminal lent by a professor at Boise State University. He's since persuaded several computer distributors to lend machines to his school, Monroe Elementary.

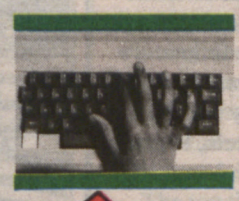
Many schools have gotten computers through PTA bake sales, student candy sales, raffles, auctions, and other community efforts. This kind of financing may put computers in schools, but it's a bad precedent, thinks Sharon Robinson, NEA's director of instruction and professional development. "When are we going to stop having bake sales to get basic necessities for the schools?" she wonders. "Next thing you know, schools will be holding raffles so teachers can get paid."

Computers threaten to reinforce another societal problem. Many teachers report that girls are less aggressive about claiming time on the machines than boys are. "The boys just rush over and grab the machines," says math teacher Arthur Cloutman of South Windsor (Connecticut) High School.

The excluded girls might give up on computing—but many teachers refuse to let this happen. "I reserve time on the machines just for the girls," says Donn McGinnis. "Once they get some confidence, they don't mind elbowing, and they often do better than the boys, because at 11 they're more analytical."

Steve Jennings

No question, students everywhere are eager to get at the computers. "They literally run into class," says Arthur Cloutman. "And I have to chase them away from the terminals at 6 or 7 at night."



"They come in at 7 in the morning," says Reno's Jenny Salls, who comes in at that time, too. But their infatuation doesn't turn them into asocial addicts who live only for their "hands-on" time, she stresses. "Students know they can't be afraid of the computer or think it's God. If there's a mistake, they did it, not the machine. The computer is a tool."

Many computer-happy kids quickly outpace adults. "You shouldn't be teaching about computers," insists Bob Jackson of Tulsa's Washington High School, "unless you feel comfortable having your students get ahead of you." Jackson has taught computer literacy for 15 years.

Students' fondness for computers has a distinct disciplinary benefit. The threat of "no computer" is potent. "One year I had a special education student with an emotional problem," says John Snyder, a computer math teacher at Las Vegas' Hyde Park Junior High. "Once I had to ask him to leave the computer because he was being disruptive. Once I *threatened* to have him leave it. After that, he didn't cause any more trouble."

Where will it all end? Nobody knows. But in school—as in industry and daily life—computer use is clearly taking root and growing fast. Teachers are not about to leave to others the important decisions about that growth—how to use computers, and how to offer all students the benefits of that use.

—Jane Power

HUMAN RIGHTS

'We Still Have a Dream'

NEA—along with some 150 other education, civic, and religious organizations in the New Coalition of Conscience—is calling on its members to march on Washington, D.C., in late August to demonstrate concern about unemployment, the arms race, and the denial of human rights.

The NEA Executive Committee has endorsed the Saturday, August 27 march, pointing out that NEA members have always been in the forefront of the human and civil rights struggle.

"Just as the 1963 March on Washington helped achieve the 1964 Civil Rights Act, the 1965 Voting Rights Act, and the Fair Housing Act of 1968, united efforts now can help achieve new legislation that reflects NEA's goals," says NEA Secretary-Treasurer Mary Hatwood Futrell. She urges NEA members to "unite in Washington this August to recapture Dr. King's dream for all of us."

If you'd like to help coordinate the march or if you want more information, write to Sam Ethridge at the Coalition office at NEA Center.

—Marian Clayton

UPI Colorphoto

It's been 20 years since 250,000 Americans joined Martin Luther King, Jr., in the 1963 March on Washington.

Attacks on Freedom of Thought: They Didn't Die with Hitler

May 10 was the 50th anniversary of the notorious Nazi book burning.

People for the American Way, an organization defending freedom to teach and to learn, marked the date with a conference at NEA Center in Washington on censorship efforts in the U.S. today.

The 1933 book burning, coming about three months after the Nazis attained power, set the tone for the decade to follow. That night, Nazi university students across Germany burned books by Albert Einstein, Helen Keller, Thomas Mann—and 157 other authors.

In Berlin, some 40,000 people watched 20,000 volumes go up in smoke. For the bonfire, the students had collected, as they put it, "anything that works subversively on family life . . . or the ethics of our youth . . . or strikes at the roots of German thought."

Joseph Goebbels was the main speaker at the Berlin rally. "These flames," he told the crowd, "not only illuminate the end of the old era, they also light up the new."

Indeed they did. After the rally, the Propaganda Ministry

began taking control of German literature. Some 2,500 writers left Germany.

Our country has never known such a massive book burning. But People for the American Way has documented 17 smaller burnings since 1978, in a dozen states. Of these, all but four took place between April 1982 and April 1983.

Burnings have occurred from Vermont to Texas, Oregon to North Carolina. Books burned have included *The Hobbit, The Living Bible, Cinderella, Brave New World,* the *Ladies Home Journal, Peter Pan,* and *The Sun Also Rises.* Records by John Denver, the Mills Brothers, Willie Nelson, Lawrence Welk, and others also have been put to the torch.

In February 1983 the right-wing *Pro-Family Forum Newsletter* told readers, "It just may be that Hitler's burning of anti-Nazi books prior to World War II has made us have an unholy respect for anything printed in book form. Just because a book has been published does not mean that it has an eternal right to exist or to be read. . . . Some things must be kept, and yes, some things may be burned."

—Jane Power

Nine NEA Awards To Honor Human Rights Leaders

NEA's 17th annual Human and Civil Rights Awards Dinner is set for Sunday, July 3, at the Franklin Plaza Hotel in Philadelphia.

Nine human rights awards will be presented:

- The Award for Leadership in Asian and Pacific Island Affairs for fostering achievement and equal opportunities for Asian and Pacific Islanders
- The Leo Reano Memorial Award for leadership in resolving social problems, particularly as they relate to American Indians and Alaska Natives
- The George I. Sanchez Memorial Award for a major contribution to the education of Hispanic Americans
- The H. Councill Trenholm Memorial Awards for advancing intergroup understanding within the education profession
- The Rosena J. Willis Memorial Awards for outstanding state and local Association human relations programs
- The Award for Creative Leadership in Women's Rights
- The Carter G. Woodson Memorial Award for promoting understanding and appreciation of the Black American heritage
- The Whitney M. Young, Jr., Memorial Award for promoting equal employment opportunities in education
- The Irvamae Applegate Award for International Relations.

Individual NEA members and state Associations may use the accompanying coupon to order tickets for the dinner.

NEA Human and Civil Rights Awards Dinner
Sunday, July 3, 1983, Franklin Plaza Hotel, Philadelphia, PA

Last Name _____ First _____ Middle _____

Association _____

City _____ State _____ Zip _____

( ) _____
Area Code Telephone No.

I will order _____ blocks of 10 tickets to the dinner at $300 per block.
Each block of 10 tickets represents one table seating 10 persons for dinner.
and/or
I will order _____ tickets at $30 per ticket.

Enclosed is a check/money order payable to NEA Human and Civil Rights for $_____, which represents total payment for _____ tickets.

Mail coupon to NEA Human and Civil Rights, 1201 16th St., N.W., Washington, DC 20036. For further information contact Lynette Johnson at 202/822-7705.

WASHINGTON WATCH

The presidentially appointed National Commission on Excellence in Education came out with its long-awaited report on April 26, suggesting major reforms that would require billions of additional dollars—and a big boost from the federal government to carry out.

Among the council's recommendations are a call for higher salaries for teachers, more homework for students, and an 11-month school year of seven-hour school days. The report outlines five new "basics" the high schools should require students to master: four years of English, three years of mathematics, three years of science, three years of social studies, and a half year of computer science. For the college-bound, two years of foreign language are strongly recommended.

Commented NEA President Willard McGuire, "We find this report exciting. It calls for far greater national leadership in education. It urges a local-state-national partnership. It ignores or contradicts many of the priorities promoted by President Reagan."

Meanwhile, NEA's **American Defense Education Act** (ADEA) is beginning to pick up support in Congress. At press time, ADEA had attracted 55 supporters in the House of Representatives and 20 in the Senate who view it as an essential second phase to the $235 million emergency science and mathematics bill passed by the House in March. The Senate is considering similar legislation, and a joint House-Senate conference committee is expected to agree on a science-math bill soon.

NEA will be building support for ADEA among back-home power brokers in the weeks ahead via the **congressional contact team** network. Two contact team members from each state came to NEA Center in May to plan "town meetings" they'll be holding in their districts. The meetings will bring together their members of Congress, community leaders, students, and school administrators to discuss ADEA in a way that will spark local media attention and dramatize the need for this legislation.

President Reagan's proposal for education **vouchers** would result in racial, economic, and social isolation for the nation's poorest children, NEA told a House committee in April. The panel is conducting hearings on the Administration's bill that would allow states to modify Chapter 1 of the Education Consolidation and Improvement Act (ECIA) to provide vouchers for low-income families to send their children to schools of their choice—public or private.

NEA voiced its unalterable opposition to **tuition tax credits** before the Senate Finance Committee this spring, arguing that such tax subsidies for nonpublic schools are "bad educational and economic policy and would violate both the letter and the spirit of the U.S. Constitution." The Association pointed out that while the proposed legislation speaks of "equal opportunity," it would aid the 10 percent of America's children in private schools, while denying the other 90 percent—including the disadvantaged, language deficient, handicapped, and others wanting a quality education—the funding necessary to serve their education needs. According to the Congressional Budget Office, a plan allowing a tax credit of 50 percent of tuition up to $250 would reduce federal income tax revenues each year by approximately $1.3 billion in 1982 dollars.

Just as the Reagan Administration was seeking to gain support for its tuition tax credit proposal on Capitol Hill, the constitutionality of allowing state financial aid to parents of parochial school students emerged as a subject of debate before the U.S. Supreme Court. NEA has joined with the National Coalition for Public Education and Religious Liberty in the suit challenging a **Minnesota law** that allows parents to deduct the costs of school tuition and fees from their state income taxes. The high court has previously rejected such plans as unconstitutional subsidies of religion.

Local Look

WYOMING

Child snatchings are worrisome to parents anywhere, but more so in places like Rock Springs, where coal and natural gas fields attract an unusual number of transient workers. In addition, local residents have read about actual snatchings in the nearest urban area, Salt Lake City.

To help parents be prepared should they ever have to provide police with descriptions of their children, the Sweetwater Classroom Teachers Association in Rock Springs has printed up and distributed thousands of identification cards. The 5 x 7 cards have space for a photo and for such descriptive statistics as age, height and weight, as well as hair coloring and complexion.

Donna Grymes, one of the project's coordinators, comments, "The cards won't prevent kidnapings, but they will make it easier for police to help if they occur. We hope that makes parents feel less uneasy."

NEW HAMPSHIRE

Portsmouth teachers are still indignant about their school board's vote this spring to lay all of them off as a way to bring public attention to financial problems.

The school board got more attention than it bargained for after 370 pink-slipped teachers spoke to their members of Congress during an NEA-New Hampshire legislative rally. When school board members arrived in Washington to appeal some $275,000 in funding cutbacks, they were taken to task by Rep. Norman D'Amours and Sen. Warren Rudman for laying off the teachers.

Under pressure, the school board came back to the Association of Portsmouth Teachers (APT) with another unacceptable offer. Most of the teachers would be reinstated, but they'd have to settle for a 3 percent raise instead of the 6 to 10 percent agreed to in their contract.

APT refused. NEA-New Hampshire worked with the local to prepare appeals under the contract and state laws.

The school board has since found a way to reinstate all but about 20 teachers and to provide the scheduled salary increase. APT expects even those 20 will eventually be reinstated.

FLORIDA

In Gadsden County, when contract negotiations last year ended with a factfinder's report favorable to the Association, the school board did the expected—stating that the factfinder was incompetent, didn't understand finances, and couldn't hear "worth a toot."

Under Florida law, the school board has the final say in any disagreement with teachers.

But Gadsden County Classroom Teachers Association members did the *un*expected. They became a political force, campaigning heavily and managing to get most of the incumbent school board dumped in the November elections.

During this year's negotiations, GCCTA won an unprecedented special public hearing before the new board. Although not going far enough, the board acquiesced to *some* of the factfinder's recommendations.

Three days after the hearing, the state Public Employee Relations Commission upheld a GCCTA unfair labor practice charge and ordered the board back into negotiations.

"We hope the board's few favorable actions will be a harbinger of the future," says Ora Green, GCCTA president. "If not, we'll campaign again until we get a board that listens to teachers."

IN SOUTHERN INDIANA

Town Backs Teachers, Book Ban Fails

Danny Bolin

'Of Mice and Men' was the first protest target, recalls TC-TTCTA President Clifford Miller (right). Then came classroom games, sex education, and textbooks. One result, adds English teacher Robert Waters: "Every student who hadn't read Steinbeck's novel tried to get a copy."

Members of the Tell City-Troy Township Classroom Teachers Association (TC-TTCTA) have successfully defended their curriculum against a three-month school book protest staged by a local minister, the Rev. Donald Reynolds.

Tell City English teacher and TC-TTCTA activist Robert Waters spearheaded the Association's efforts to combat the right-wing attack.

"Reynolds used one family's objections to a reading assignment I gave my class—John Steinbeck's *Of Mice and Men*—as a way to expose the *dirty* books I *forced* on students," says Waters. "He also wanted to promote his Christian academy."

The protest included a petition to the school board, a rally led by prominent book protester Mel Gabler, and a series of farfetched tales on local radio shows and in the newspaper about the scandalous sex education class and the "frills" taught in the school system.

"We had the school board's active support," Waters explains. "But many people were confused. Even we teachers were floored when we first heard that we teach the religion of secular humanism."

TC-TTCTA needed no more defense than the truth. Waters and other teachers spoke at public meetings and issued statements refuting the accusations with supporting evidence.

The attack ended at a school board meeting where the board warned that it would take legal action if the protesters persisted in making false and libelous statements.

Reynolds has since left the quiet Ohio River town, and teachers are once again free to provide their students with a solid education.

UTAH

A four-and-a-half-hour computerized health assessment is Phase One of a prevention-oriented health insurance plan that the Davis Education Association negotiated with its school board last year.

"Our goal is to make DEA members the healthiest educators in the nation, while saving the district some money on health insurance," UniServ director Dee Burningham says.

For the 800 DEA members and spouses who currently participate, the assessment consists of measurements of physical characteristics, such as body fat and blood pressure, and a self-report, by questionnaire, of personal information, such as eating and exercise habits and family background.

All this goes into the computer, which then prints out a statement of what the person needs to accomplish with diet, exercise, or a stress-reduction regimen.

It also tells participants their "health age," which can be younger than their chronological age or—ominously—older. DEA and the Davis school board offer programs, such as aerobics and assertiveness training, to people who need a more healthful regimen.

MISSISSIPPI

Administrative harassment doesn't halt teacher activism—it *ignites* it.

When Brenda Turner, a four-year teacher at East Central Elementary School in Jackson County, became active in the Jackson County Association of Educators, the school administration's wrath came down on her. She was one of two teachers who didn't know by mid-April if their contracts would be renewed.

"It took the Association's threatening everything but a revolution to finally get my contract signed," Turner says.

Some JCAE members who had been complacent voiced their support of Turner. How did the administration react? One of the teachers who spoke up was arrested for passing a school bus—on a route that she and her carpoolers don't travel—after an administrator filed a charge against her with the justice of the peace.

"These ridiculous actions have resulted in our pulling together in Jackson County," Turner says.

MASSACHUSETTS

"When you get blotto, forget the auto."

"Make that 'one good belt' your fastened seat belt."

"If you love the bottle, don't touch the throttle."

Elementary school students in Medford wrote these award-winning slogans as part of a contest sponsored by the Medford Teachers Association to develop student awareness of the dangers of drinking and driving.

The top three winners got $25 each, and 20 "honorable mentions" received an assortment of donated gifts.

ALASKA

In Anchorage, a teacher with problems in the classroom can get help from colleagues—and the administration cooperates. Any Anchorage Education Association member who gets a poor evaluation can turn to AEA for peer assistance.

AEA will find a member willing to spend time observing and advising the teacher who needs a hand. The helping teacher's release time—usually between five and 20 days—comes from AEA's hefty 221 days a year of association leave.

"It's a good argument for having association leave," suggests AEA president Tom Nelson, "because it helps both the teacher and the district."

AEA usually gets two or three requests for assistance a year, Nelson says, and over the six or seven years of the program, most teachers who got peer assistance have had no further problems.

AEA operated the program informally until last fall, when it worked with the administration to draw up formal guidelines.

State Side

WEST

The Texan in the poster who's announcing her own "Texas pride in Texas schools" is the state's first lady, Linda Gale White, wife of Gov. Mark White. A former teacher, Mrs. White volunteered to make a tape for the Texas State Teachers Association to help teachers win more public support for education.

TSTA turned the tape into a 60-second radio spot. It became the main feature of NEA's and TSTA's joint media and community relations campaign, "Texas Pride in Texas Schools."

During the spring legislative session, the spot aired on radio stations in areas where TSTA wanted to increase its legislative influence. Local presidents in those areas got copies of the poster, which gives the text of the tape and encourages teachers to do some politicking of their own for education.

In late summer, the tape will air throughout Texas, and every local Association will have posters and other materials designed to promote membership as well as build support for the schools.

PACIFIC

The Idaho Education Association has tried a range of tactics in its battle to secure adequate state support for public schools. Most visibly, IEA this spring provided five large locals with balloons and helium for a project labeled "Balloons to Boise: Letters to the Legislature."

The letters, written by volunteer elementary students, argued for better school funding. In case some balloons didn't head straight for the state capitol, the attached letters bore the address.

The balloon releases followed a postcard campaign that brought some 5,600 appeals to legislators. Since then, school supporters have mailed lawmakers some $70 in nickels taped to postcards as an argument for raising the sales tax to 5 percent.

Now, IEA is getting credit from anti-school forces for a new development: state business leaders have written the governor and legislators calling for more money for schools.

"We didn't push them," say IEA leaders. "They just followed their own common sense."

NORTHEAST

Attempts to water down Connecticut's binding arbitration law have been stymied—thanks to a strong lobbying effort by the Connecticut Education Association (CEA).

Since 1979, Connecticut has engaged in "crisis-free" public sector bargaining through last-best-offer, item-by-item arbitration of disputes by mutually acceptable third parties.

Higher salary increases for teachers and quicker conflict resolution, however, resulted in some towns' pressuring their legislators to remove the provision from the state bargaining law. Some 20 bills to do just that were introduced in this year's legislative session. All failed to pass.

"Binding arbitration forces people to negotiate more honestly, quickly, and effectively," says Richard Leonard, president of the Westport Education Association.

Like many of his colleagues around the state, Leonard wrote letters to legislators and worked individually with them, pointing to the absence of strikes since the advent of binding arbitration—and the fact that seven out of every ten contracts are settled before reaching this step.

The New Jersey Education Association (NJEA) is conducting a statewide media and letter-writing campaign to persuade legislators to restore full bargaining rights to public employees.

All New Jersey commercial radio stations ran 60-second spots for three weeks this spring. Billboards in 35 locations around Trenton carried the NJEA message.

New Jersey's public employee bargaining law was passed in 1968 and amended and strengthened in 1974. In 1978, the state supreme court ruled that the law was too vague as to what could and could not be bargained—and decided that bargaining must be limited to salary and fringe benefits.

NJEA is seeking passage of a bill that would more sharply define the scope of bargaining while returning to the policies in effect until 1978.

Such items as transfer policy, promotion policy, the impact of transfers or involuntary assignments, class size, and textbook selection policies are all excluded from negotiation under present interpretation of the law.

NJEA members by the thousands have been sending letters and "grievance grams" to state lawmakers outlining problems caused by the overly restrictive scope of bargaining.

"Rights that most workers in private industry take for granted are denied to New Jersey public school employees," says NJEA President Edithe Fulton. "We are only asking the legislature to give us what most organized workers have. We want only what we had for 10 years."

MID-ATLANTIC

A comprehensive poll conducted by the Delaware State Education Association (DSEA) shows that 56.6 percent of the state's voters feel their public schools are doing a good or very good job of educating students, and 66.9 percent are in favor of increasing schools' budget allocations in order to improve or maintain programs.

"This poll has validated what we've been saying to the General Assembly and the governor," says DSEA President Wally Young. "The public likes its schools, and 62.6 percent of the voters with children in public schools believe that more money would improve the quality of education their children receive."

Of those polled, almost three-fourths favor increased taxes on cigarettes and beer as a way of raising more money for education, while over half favor increased business and corporate taxes.

One-third of all Delaware voters believe teachers are underpaid, and two thirds believe teacher pay scales should be uniform throughout the state, the survey showed.

MIDWEST

Women librarians at the University of Minnesota, assisted by the Minnesota Education Association (MEA), have won nearly a million dollars in a record-setting settlement of their 1981 complaint over sex discrimination in salaries since 1972.

Provisions of the out-of-court settlement include $750,000 for all claims, $35,000 to increase salaries in fiscal 1983-84, $20,000 for salary increases in fiscal 1984-85—plus attorneys' fees.

"This is the first time in the U.S. that any award has been paid to academic librarians on a sex discrimination charge," says MEA President Don Hill. "As most educators are aware, libraries are historical hotbeds of sex discrimination."

SOUTHEAST

The Tennessee Education Association's all-out efforts to defeat Gov. Lamar Alexander's highly publicized "master teacher" plan are paying off. The state senate's education committee has deferred any action until February 1984.

The Association opposes the governor's plan for a number of reasons. Among them: it would infringe on teachers' right to bargain such items as evaluation procedures and posting of vacancies, and it calls for "master" teachers to evaluate their colleagues.

"Before a single legislative committee had even looked at his bill, the governor had already appointed an 18-member 'proposed' select committee to work out procedures for choosing master teachers," says TEA President Jim Booth. "But our locals conducted an intensive lobbying effort coordinated by TEA to prevent passage of this unfair legislation."

"Our work isn't over," Booth adds. "The governor now says that since his bill didn't pass, no state employees will get pay raises next year."

TSTA, FIRST LADY TEAM UP FOR TEACHERS

TEXAS PRIDE

IN TEXAS SCHOOLS

First Lady Linda Gale White "airs" support for teachers.

TSTA and the National Education Association are working to improve Texas public education and enhance the education profession. With the help of Texas First Lady Linda Gale White, one of the things we're doing is to encourage greater public support for public schools and those who work in them by airing the following message on radio stations in your area:

THEME: Texas Pride in Texas Schools

VOICE OVER: Meet Linda Gale White, First Lady of Texas, wife, mother and former teacher.

WHITE: Hello. It is an honor to serve you as First Lady of our state. We Texans are proud people. Proud of our state, our traditions, and proud of our good public schools.

The next time you pass a school, stop for a moment. What do you see? A building? Children? A playground? Of course, but you're looking at much more. School is an idea. An idea that every Texas child deserves a good education. Our teachers have dedicated their lives to that idea. They deserve our thanks and our active support. That support will demonstrate hope for a better future . . . a better Texas . . . for ourselves and for our children. Our caring and commitment will keep our pride "alive" in our Texas schools.

VOICE OVER: A message from the Texas State Teachers Association and the NEA . . . building Texas pride in Texas schools.

You can help. Stay informed by reading the publications and notices of your local association, TSTA, and NEA. Ask your friends, neighbors, and family members to urge their legislators to support education, schools, and the people who work in them. And contact your legislator yourself.

TSTA/NEA
There's a reason.

INTERNATIONAL RELATIONS

United Press Canada Limited

Striking teachers in Quebec wave placards during a February rally. (Inset) Students protest in support of the teachers and against the harsh back-to-work measures passed by the Quebec legislature.

'Sick Economy' No Excuse For Stripping Away Rights

A year ago this spring, 90,000 teachers who live a day's drive from Washington, D.C., were ordered to take a 19½ percent pay cut.

Eight months later, school authorities delivered still another blow. They moved —unilaterally—to cut 11,000 teaching positions and add 2.6 hours to the high school teaching week.

That was too much for the angry teachers. On January 27, they struck. The government's response—a new law entitled Act 111—came less than three weeks later. This new legislation turned what had been a strike over wages and working conditions into a struggle over basic human rights.

Act 111 mandated that striking teachers return to work and penalized all strikers three *years* of seniority—and heavy fines—for each *day* on strike. Under Act 111, teachers unable to pay the fines would have their property and possessions seized and sold.

Teachers outraged by the new law had no choice but to accept it—because the law, incredibly, forbade them from resigning their teaching positions!

Very few Americans have heard much about this vicious attack on teachers' basic democratic rights—probably because it didn't take place in the United States. It happened just across the border, in the Canadian province of Quebec.

"We in NEA can't afford to close our eyes to what happens to educators outside the U.S.," says John De Mars, NEA's director of International Relations and Peace Programs. "What happened to Quebec's teachers could happen to us."

De Mars points out that Canada is facing a budget crunch every bit as serious as the United States'. In Quebec, he notes, Premier René Lévesque is trying to put the economy back on track by staging a frontal assault on the wages and working conditions of teachers and other public employees.

"There are plenty of politicians in the United States who'd like to try the same 'solution,' " says De Mars. "If these tactics are allowed to succeed in Canada, you can bet your blackboard we'll be facing the same 'solution' here in our schools, too."

Ironically, Canadian teachers believe that the "inspiration" for the attack on Quebec's teachers came from the United States. The Reagan Administration's mass firing of striking U.S. air traffic controllers in 1981 showed Quebec officials that it was politically possible to refuse to bargain with—and even destroy— a trade union in a modern democratic society.

Those Quebec officials have tried to mimic the Reagan Administration's strategy, but so far they haven't totally succeeded—in no small part due to the support for Quebec's teachers generated by NEA and other teacher groups around the world.

In February, NEA President Willard McGuire led a Washington, D.C., press conference that denounced Quebec's imposition of the authoritarian Act 111. Working through the World Confederation of Organizations of the Teaching Profession (WCOTP), NEA has since helped spur protest letters and telegrams that have been widely publicized inside Quebec.

This international attention has forced Quebec authorities to back down—at least for the moment—on imposing the draconian strike fines and penalties mandated by Act 111.

"What we have done to help our colleagues in Quebec," says McGuire, "demonstrates that the world's teachers, working through the WCOTP, can mobilize and make a real difference for teachers under attack."

—Sam Pizzigati

What Is WCOTP?

NEA helped found the World Confederation of Organizations of the Teaching Profession (WCOTP) in 1952. Now representing 7 million teachers in 85 nations, WCOTP has always maintained that teachers' professional and trade union interests are inseparable. It therefore works both to improve the quality of education and to defend teachers' individual and collective rights.

WCOTP is governed by a biennial Assembly of Delegates representing all full member organizations. The next Assembly will meet in August, 1984 in Lomé, Togo. Between Assemblies, the Confederation is governed by a 13-member Executive Committee elected according to a formula that ensures representation of all regions.

To ensure that it accurately voices the views of the teaching profession, WCOTP regularly organizes regional conferences and workshops to study current issues. The latest North American Regional Conference took place April 15-17 in Calgary, Alberta.

It drew some 115 representatives of NEA and the Canadian Teachers' Federation, who discovered during the course of the weekend that today's teacher issues and dilemmas—lack of resources, RIFs, standardized testing, pressures from the corporate world, and all the rest—differ only in degree from one industrialized nation to another.

Elsewhere...

► The teachers of Quebec are far from unique in being under governmental attack. Their colleagues in other Canadian provinces have recently had to agree to reductions in salary or freezes in wage packages. Leaders of the teachers' union in **El Salvador** have been imprisoned. The teachers' association in **Chile** has lost its authority to exist. The government of **Honduras** has grossly interfered in the operation of the Honduran teachers' union and has set up a new union of which it approves. Teachers in **Costa Rica** have had to protest to their government to secure the benefits of agreements previously reached. **Japan's** teachers have filed formal complaints with their government and with the International Labor Organization (ILO).

► NEA is cooperating with teacher unions in Germany, France, Israel, and the Netherlands, as well as with the American Federation of Teachers, to publish an anthology of literary works confronting racism and anti-Semitism in all forms. The International Teachers Committee To Combat **Racism, Anti-Semitism, and Apartheid,** chaired by NEA President Willard McGuire, plans to distribute the anthology in English, French, German, Spanish, and Hebrew versions to teachers during the coming school year.

► NEA continues to support the international consumer **boycott of Nestlé** products. Nestlé's infant formula marketing practices have tended to persuade mothers in the developing countries to switch from breastfeeding their babies to bottle feeding, despite the potential hazard to the infants' health.

Finding Nestlé's commitment to compliance with the World Health Organization's marketing code still uncertain, the NEA Board of Directors in December 1982 unanimously reaffirmed the Association's position backing the boycott.

NEA also continues to support the consumer boycott of Red Coach lettuce, designed to bring pressure on Bruce Church, Inc., to bargain in good faith with the United Farm Workers.

Nestlé products to be boycotted:

Chocolates: Nestlé's Crunch, Toll House Chips, Nestlé's Quik, Hot Cocoa Mix, Choco'lite, Choco-Bake, $100,000 Candy Bar, Go Ahead Bar, Animal Bar, Crokine (Nestlé's Quick Syrup) ☐ **Coffees and Teas:** Taster's Choice, Sunrise, Pero, Nescafe, Nestea, Decaf, Cain's, Manhattan, Encore ☐ **Wines:** Beringer Brothers, Los Hermanos, Crosse and Blackwell ☐ **Cheeses:** Swiss Knight, Wispride, Gerber Cheeses, Old Fort, Provalone Lacatelli, Cherry Hill, Roger's ☐ **Packaged Fruits, Soups, Etc.:** Stouffer frozen foods, Souptime, Maggi Soups, Crosse and Blackwell, Beech Nut Baby Foods ☐ **Miscellaneous:** L'Oreal Cosmetics, Nestlé Cookie Mixes, Deer Park Mountain Spring Water, Pine Hill Crystal Water, Contique by Alcon, Ionax by Owen Labs, Lancome, Libby's Juices and Nectars including Tomato Juice, Libby's Pumpkin, Libby's Canned Meats ☐ **Hotels and Restaurants:** Stouffer, Rusty Scupper, Cheese Cellar.

IN THE CLASSROOM

Teaching-Learning Communities

At left and below, "grandpersons" share their skills in storytelling, woodworking, and weaving with elementary school students in Ann Arbor.

A Word from the Wise

Students across the country are learning creative skills—and skills of the heart—from classroom guests old enough to be their grandparents.

by Carol H. Tice

An 11-year-old moves a saw deftly through a piece of ¾" plywood.

"That's it, nice 'n easy does it," remarks the grandfatherly man standing nearby. Sure enough—in a short time, the old man and the young boy have made a birdhouse.

"Just right for wrens," comments an older woman, looking up from the patchwork quilt she is making with another student.

This scene and others like it are common at the Bach Elementary School in Ann Arbor, Michigan. They're all part of Teaching-Learning Communities (T-LC), a 13-year-old program that brings three generations together in public settings, such as schools or libraries, to exchange ideas, skills, information, and—not uncommonly—wisdom and affection.

The T-LC program rests on the belief that older people have knowledge of the past and of their culture that's important to pass on to the young—and that everybody, young or old, has unique, valuable experiences and insights to share.

T-LC *grandpersons* (volunteers age 60 or older), teachers, parent volunteers, and students discover that our most fundamental problems are ageless: they demand a fresh look—again and again. In teaching-learning communities, three generations work together on these challenges.

Bach School teacher Jo Pattinson, an Association member, points out one benefit: "Grandpersons don't have preconceived attitudes towards the children they work with. They often don't know if these children have had difficulties in the past."

Pattinson has worked with T-LC in both upper and primary grades. She explains, "Children who need quick responses get them in the small groups around a grandperson. There's often a lasting effect—as the students feel better about themselves, they grow more patient and diligent in academic work."

T-LC programs across the country are not centrally coordinated, nor do they all operate the same way. No one really knows how many people, using T-LC materials, have started programs in their own schools. But here's how the original program in Ann Arbor works.

A teacher, principal, and parent or other interested volunteer get together and decide to invite grandpersons into the school. They set up a system for recruiting elderly people from the neighborhood.

T-LC grandpersons come from many ethnic groups and races, from every social background and occupation. Grandpersons may live by themselves or in a nursing or retirement home. The oldest grandperson in the program so far was 94 years old, more than half again as old as the youngest.

The teacher talks to the prospective grandpersons, finding out what activities interest them, and then looks for a way to integrate these activities into the curriculum.

To save the teacher's time, a parent volunteer does most of the detailed planning. He or she designs each setting—the age of the students, size of the group, frequency of meetings—to suit a specific grandperson's skills, interests, energy level, and physical limitations. Each grandperson then teaches a student or group of students the chosen art or craft.

T-LC differs in several ways from more traditional volunteer tutorial programs in schools. "The dedication is the same," says Wanda Montibeller, principal of Ann Arbor's Haisley Elementary School. "But in T-LC a sharing, a sense of community, is part of the relationship. Creative work is more personal than academic work, and the grandpersons are more interested in building a relationship with the children."

T-LC programs have succeeded, with some adaptations, from preschool through high school. They've been set up in every state—and from Portugal to Japan. In Ann Arbor, activities have included woodworking, lace making, watercolor painting, poetry writing, storytelling, and printing original stories on an old press. Many of the crafts have historical and cultural dimensions that add knowledge and delight to the building of skills. Most result in creation of a finely made item which becomes a treasure to its possessor, whether grandperson or student.

The cost of a T-LC program depends on the extent of volunteer commitment. The small rural Michigan community of Saline has carried out the T-LC program for eight years at a cost of about $200 a year for supplies.

Currently, the cost of the Ann Arbor program is $13,000 a year, for a part-time coordinator and an aide who works four hours a week in each of the eight participating schools. A responsive and appreciative community has donated most of the materials and tools. RSVP (Retired Senior Volunteer Program), a federally funded service organization for senior citizens, provides the grandpersons' transportation and insurance.

During its 13-year history, the Ann Arbor project has compiled a lot of data. Some of the program's results have exceeded expectations. In a survey of the participating children, 98 percent responded with positive statements like "Grandpersons should come every day," "I love learning with grandpersons," and "I hope T-LC goes on forever."

Many teachers report that grandpersons in fact "cure" hyperactive children, producing calmer situations where learning is easier.

Nursing homes report that the health of many T-LC grandpersons improves and some eventually need less medical care. One grandperson entered the program barely able to walk across the room. A year later, she was arriving regularly with a wheelchair—in which she brought another grandperson from her nursing home.

T-LC programs benefit not just participants, but the community as a whole. For one thing, older persons come to understand current challenges and pressures in education, becoming ambassadors for the schools in the community.

Then, too, different generations of one family often live far apart. T-LC's informal networks of learning and caring bring students into warm, productive relationships with people in their grandparents' generation. The young people touch an experience and viewpoint they may have no other chance to know. Teachers and parent volunteers reestablish ties with the generation of their parents. Older people build a network of younger people who care about them and respect their experience.

As shared values spread through the community, neighborhoods begin to be places for neighbors again. Schools become centers of learning for people of all ages.

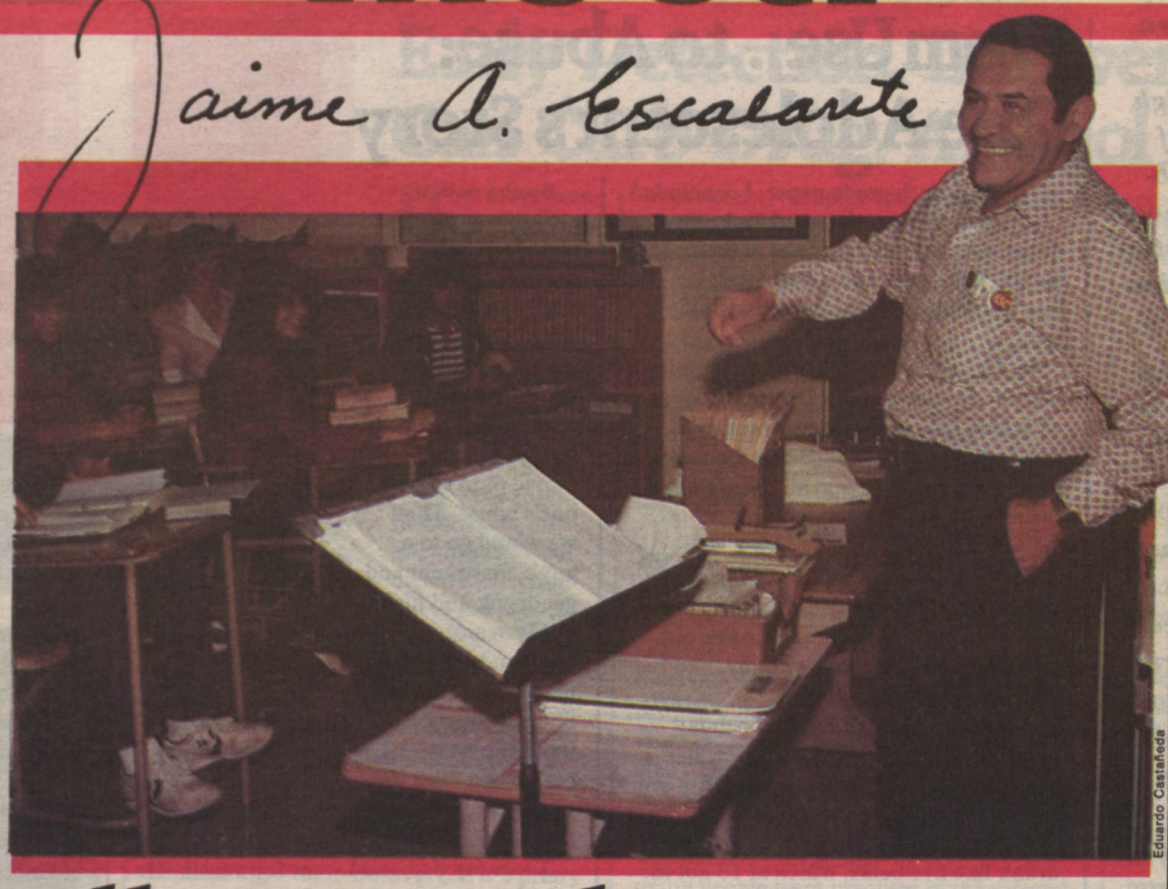
Teaching-Learning Communities

For More Information

In 1979 a nonprofit corporation called New Age was established to continue the intergenerational education, service, and research begun in the Teaching-Learning Communities program. New Age provides training guides and workshops, program ideas, and a 16mm film. For details send a self-addressed, stamped envelope to New Age, Inc., 1212 Roosevelt, Ann Arbor, MI 48104.

Carol Tice, a Michigan Education Association/NEA member, teaches art at Bach and Bryant elementary schools in Ann Arbor.

Meet: Jaime A. Escalante


Eduardo Castañeda

All He Needs Is 'Ganas'

Four of Jaime Escalante's students at Garfield High School passed the Educational Testing Service's Advanced Placement (AP) calculus exam in 1979; in 1980, eight; in 1981, 14; in 1982, 18.

The progression is impressive in itself. But for many observers, where it happened makes it even more so. Garfield High is in East Los Angeles, where the socioeconomic level is relatively low and where many residents are recent immigrants from Mexico.

The accomplishments of Escalante and his students became nationally known, however, only when ETS rejected the scores of 14 of the 18 Garfield students who passed the AP calculus exam in May 1982. On reexamining their papers, ETS said that certain errors were too similar to have occurred by chance.

The students said no, they hadn't cheated; they had just spent many hours together in the classroom of an outstanding teacher. Then in August 1982, with less than three days' notice, the 12 of the 14 students who were still in Los Angeles took another version of the AP calculus test; all passed.

Which brings us back to Escalante himself and his teaching methods. To find out how he obtains such impressive achievement from his students, NEA Today *staff writer Nancy Needham interviewed this successful and now famous United Teachers of Los Angeles/California Teachers Association/NEA member.*

Were you surprised that most of your students made similar errors on parts of the AP test?
Not given the difficulty of the questions and the fact that I always have students study together in the same small groups. But, of course, I have never had any discussion about these students' papers with ETS.

The AP teacher is really ignored when something like this happens (except by the Association, I must add—UTLA has been very supportive.) AP teachers prepare students for a test but are not present when it is given, and the grading is done by ETS.

ETS maintains that the scores in question are a matter between the students and ETS. ETS has not returned my calls or responded to a letter I wrote describing my teaching methods.

But there is nothing surprising about these students' passing AP calculus. Almost all go on not just to college but to demanding programs.

Where did these math geniuses come from all of a sudden?
Most are not really geniuses. They are simply mathematically able students whom we start to mold as early as tenth grade. We have developed a placement test to identify them in junior high school. We make sure they take the hard courses.

When I came to Garfield in 1974, not only had no one ever passed the AP calculus test, there were 25 classes of High School Math. This is a general math course, which does not prepare anyone for college math. This year there are only 12 High School Math classes, and next year we'll have no more than nine.

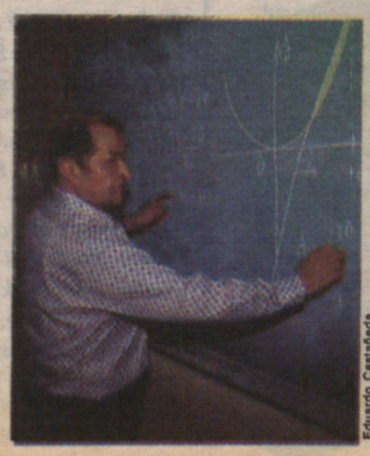
What are kids taking instead?
Algebra and geometry. And a new course, called "Algebra Experiences," for noncalculus students. So far we've been able to offer free summer courses in trig and math analysis. This allows some students to take calculus in their junior year. So next year I will achieve my dream—teaching second-year calculus, to more than 15 seniors.

How do you persuade so many kids to take these hard courses?
In the first two weeks each fall, I have almost a heart-to-heart conversation with the students. I tell them the job opportunities are in chemistry, physics, engineering, and that the language of these fields is math. I say, "The only thing I need from you is *ganas*—desire. If you have the ganas, I'm ready to work with you. And if you don't have the ganas, then I will help you to get it."

How do you do that?
First, by example. As a teacher, I must be here every day. When the kids see that I always come [*Escalante did, however, agree to be hospitalized after a heart attack a year ago*] and have prepared and dittoed not just assignments and quizzes but pre-tests and post-tests for the whole year, then they see I have *ganas*, too.

I have also a special contract for kids—these are not likely to be in the calculus class—who don't want to do any work. I say, "I'll make a deal with you. Just sign this contract: 'I don't want to do any kind of work—no homework, no class work, nothing. I will be happy to receive my *F-U-U*.' " That means they agree to accept a failing academic grade and an "unsatisfactory" in work habits and cooperation.

"No, no, no, sir," they say, "You can mess me up, sir. I need the five units to graduate." Then they try to get their counselors to transfer them to another class, but the counselors back me 100 percent: "I don't want to have any friction with that teacher," they tell the kids. "You'll have to talk to him."


Eduardo Castañeda

So once in your class they can never get out! But you do give them a good time in here.
Yes, I think students should be happy in class. That's why I use these little toys to make points. Each toy has a mathematical association: the plastic chicken means *matrix;* the E.T. with eyes that light up, that means look for the *secret agent*—the minus in front of a parenthesis. The shrunken head in the filing cabinet I tell them was a very, very sad story.

And the sports terms—*face mask, marching band*—work the same way?
Yes. When I look at a student's paper and see a mistake at the beginning of the problem, I say *face mask*. That means the student must go back and check step by step. If I say *marching band,* that means the solution is easy, no problem.

You're such a sports fan, anyone would think you'd always lived in the U.S.
No, I only came to the U.S. in 1964, from Bolivia—my native country. I had taught mathematics there, but to my surprise my credentials were of no interest to the California department of education. So I worked as a busboy and a chef so I could go through college here. I became first an electronics engineer and then I returned to my first love, teaching, in 1974. Two years ago, I became chair of the math department here.

On your classroom walls I notice photos of L.A. Lakers and L.A. Rams. Do you see any difference between teaching and coaching?
No. Jerry West of the L.A. Lakers was Mr. Consistency because every day he used to practice shooting baskets 500 times without a break.

For the kids, that implies that they must do homework every day—not 500 times, but at least 40 minutes to keep in shape, even during vacations.

Basketball players also have to practice everything they know, to be ready to defend against anything the other team comes up with. So for the students, it's never a question of studying for a particular test; it's a question of being consistent—of being able to tackle anything any day.

That's why on tests and quizzes I do what I call *loop*—go back to problems they solved at the beginning of the year. Every day it's practice, practice, and once again loop.

What kind of regimen do your AP calculus students have?
In calculus, I teach them to do manipulations without any mistakes in the first semester, then applications and more complicated problems in the second. We go over the same ground, but I use my own examples, which are more difficult than the ones in the book. The students also practice on old AP exams.

Every student in the AP calculus class signs a contract—this time a serious contract. I talk to the parents in person so they will know what I demand.

Which is a lot. From January until the middle of May, the date of the AP exam, the students review and practice in class two hours a day. They can also come after school, and they must come on Saturday morning.

By the time this interview is printed, 35 of your students will have taken the 1983 AP calculus exam. Any predictions?
At least 90 to 95 percent will pass. And this year for the first time I do not have to worry about how the AP students will come up with the $40 or so it costs to take the test. Their parents have volunteered to do the fund-raising projects.

This community has put a lot of emphasis on the academic performance of its children. That's a big part of the reason they succeed.

GET IN HIGH S

Somewhere between the 1960s and 1970s, getting high became a form of recreation for substantial numbers of high school-age Americans. Recent statistics (below) show their proportion of the population may have peaked in about 1978. Still there are plenty left to cause concern.

1978 was the year that "Steve" graduated with honors from a southern California high school. Beginning at the age of 13, the desire to get high led him into alcoholism and drug addiction—under the very noses of his parents, teachers, and school administrators. Steve, 22, tells his story at right.

The decline or leveling off in substance abuse may be due to more realistic attitudes about health and work on the part of young people. But it may also be the result of schools' increasing intervention in the lives of students who abuse alcohol and drugs.

Ellen Morehouse directs one such intervention effort, the Student Assistance Program that New York's Westchester County mental health department operates in 23 high schools. On page 13 she explains to NEA staff writer Nancy Needham how schools can help teenagers learn to solve their problems without chemicals.

From Use...to Abuse: One Adolescent's Story

"In a sixth grade paper, I concluded that people who would take any drugs were taking their lives in their hands. Yet a year and a half later, I was smoking my first joint and drinking beer.

In the eighth grade, I remember going into the cafeteria and watching the guys with long hair who I knew drank and smoked pot. They looked like they were having a good time, and all the girls liked them.

The first time I smoked pot I was on a camp-out with some friends. Someone had some beer, someone else some pot. An older guy had some whiskey, and he just said, have some of this.

That same year, at a girl's birthday party, they served beer. So I knew her parents condoned kids' drinking. But you couldn't call what I was doing social drinking; all I wanted was to get high. I drank like five beers, which at 13 got me pretty wasted. I liked one of the girls there a lot and I wanted to get loose. It worked.

In California, where I moved after eighth grade, I started smoking pot again with a friend in my neighborhood. I paid for it from my allowance—you know, working around the house. It wasn't that expensive. An ounce was . . . well, we would buy like $10 worth of pot every week or two. We didn't smoke that much, mostly on weekends. That's probably not too unusual for high school students.

In tenth grade, I got a job and was making money and saving money. I think my drug and alcohol abuse started to get worse the first time I bought my own ounce of better-grade pot—for $40. That was kind of a turning point.

Although I probably did more marijuana than alcohol in high school, I was drinking beer a lot—usually at the same time, because the high is better. They kind of like work on each other.

We'd sit in the car in front of a bar, drinking beer and smoking pot, laughing at the alcoholics walking in. To us someone who drank hard liquor in a bar was an alcoholic. But drinking a six-pack of beer and taking speed and smoking pot was all right.

By the end of eleventh grade, I had gone from smoking on weekends to getting high during the week. I would go to my job and afterwards call my mother and tell her I was going to a movie or to someone's house. Then we would go to a guy's apartment and get drunk and high.

My senior year, my mother was doing the laundry and found a bunch of marijuana cigarettes and roaches in the wash. She put them on the counter with a note that said, 'Whose are these?' I was pretty high when I got home and saw the note, so I wrote on it, 'They're mine. What about it?'

Later my dad and I went for a walk. He asked me how much was I smoking and did I think it was a problem. I didn't tell him the truth; I said I just smoked on weekends. I think I really believed then it was not a problem.

In fact, I would get up in the morning and smoke pot in my room, then blow the smoke out my window. I think my parents finally smelled it. I think they kept hoping it was a phase I was going through. They also probably figured I drank beer, but I don't think they thought then that my *drinking* was a problem.

Plus I was getting mostly A's, because I still did my work in school. It wasn't that hard, really. It didn't seem like I had that much homework, come to think of it. I could squeak by without doing a whole lot of work. Or I would turn stuff in late.

I would go to class stoned a lot. I don't know if anyone ever noticed. I think some of the other students knew I was stoned, but I don't know if the teachers did. We got a half hour for lunch. Sometimes we would zoom up to a friend's house and get high and come back, late for class. I would sit down with a cup of coffee to stay awake.

I remember my Spanish teacher saying, 'Boy, a lot of kids come in here glassy-eyed and stoned and it's really a problem.' Thinking back, yeah, there probably were a lot of teachers who noticed."

Steve went away to college but soon dropped out, an addict to cocaine. To pay for the hard drugs and liquor he needed to stay continuously high, he began "dealing" cocaine as well.

But thanks to help at a critical time from his parents, Steve got into psychotherapy—and from there into Alcoholics Anonymous and Narcotics Anonymous. Today he is back in college, living drug- and alcohol-free. He plans to work professionally counseling drug and alcohol abusers.

Carolyn Salisbury

Stoned & Smashed: The Sad Statistics

Every year since 1975, the Institute for Social Research, University of Michigan, has surveyed a national sample of high school seniors on their use of drugs and alcohol. Here are some findings for 1982 seniors.

- About two-thirds had tried an illicit drug—40 percent by the end of ninth grade.
- More than one-third had tried an illicit drug other than marijuana.
- One in 16 smoked marijuana daily (down from 1 in 9 in 1978).
- One in 16 drank alcohol daily (about the same as when the study began).
- Two in five regularly abused alcohol (consumed five or more drinks in a row at least once in the two weeks preceding the survey).

TING GH SCHOOL

Early Detection, Intervention Can Curb Drug, Alcohol Abuse

How many teenage alcoholics are there?

Ellen Morehouse: The generic label *teenage alcoholism* is misleading. Compared to, say, 20 years ago, the big increase is not in the proportion of teenagers who are physically addicted to alcohol, but in the proportion who abuse alcohol. Teenagers are drinking more, more often than ever before.

Don't kids outgrow adolescent drinking?

Some will. But for others, the degree of abuse will get worse. We know that heavy drinking at an early age is positively correlated with adult alcoholism. So drinking a lot in ninth grade is a pretty bad sign for the future. Also, every year some 5,000 teenagers die as a result of drunken driving. Phase or not, we have to take teenage alcohol abuse seriously.

How does your program work?

Our targets are three groups of students who already have alcohol or drug problems or are at risk for developing them: kids who are currently abusing substances, the children of alcoholics, and kids who are experiencing stress that could lead to drinking or drug problems.

We have a student assistance counselor—someone with clinical training—in each of the 23 participating high schools. Once a year, they go into every English class and describe the program.

They explain that our goal is alcohol and drug abuse prevention, but they mention a whole laundry list of relevant problems—a parent's or friend's drinking, problems with boyfriends or girlfriends—since any problem left unresolved could make someone want to get high.

They hope the students with problems will identify themselves. Then they assign them to groups with other students who have similar problems. The groups meet at school about eight or 12 times.

Isn't figuring out who they are an invasion of privacy?

No, most students who come to us come on their own. And the second largest category are referred by other students. A smaller group are referred by adults—faculty, administration, parents.

Because we receive state alcohol and drug abuse funding and are part of a mental health department, we come under the federal alcohol and drug abuse confidentiality regulations, just as if we were a methadone clinic. This makes it easier for kids to level with us. Not only can school staff not see our files, the courts can't even subpoena them without a special hearing, which a judge has to request. We can also see students without parental consent, though we find that 85 percent eventually tell their parents.

But you encourage high school teachers to refer students?

Yes, we tell them to look for changes in students' school performance and other behavior that could indicate any kind of problem. Are Charlie's marks down? Does Susie all of a sudden look disheveled? Then we offer to call the student and say, "A number of people are concerned about you." We don't use teachers' names without their permission or even say how many people were involved in the referral.

What do you tell elementary teachers?

To be sensitive to the special needs of children of alcoholics. The fact that a parent drinks or uses drugs alters the receptivity of these children to alcohol and drug information. It also affects their ability to comply with the school's demands, such as bringing a note from home.

Some argue that high school intervention programs don't work—that you have to have informational programs in the lower grades instead.

That's ridiculous. Certainly, schools need to offer comprehensive information programs, starting in kindergarten. But there also have to be intervention, counseling, treatment, and rehabilitation programs. For some people, the facts just aren't enough.

Besides, intervention programs do work. Our evaluations show that students in our program are more likely to decrease their use of alcohol and drugs than to increase it or keep it the same. This contrasts with the fact that youngsters at this age typically *increase* their use of alcohol over time.

What can parents and schools do to decrease opportunities for abuse?

They can start by stressing—this applies especially to parents—the positive goal of learning how to function without relying on chemicals—to have a good time without getting high, to deal with depression and boredom without using drugs or alcohol.

And schools?

Unbelievable as this may sound, there have been schools that have allowed alcohol at proms. Schools should forbid the use of alcoholic beverages on campus or at a school activity. Principals can notify parents that students who come to a prom intoxicated will not be allowed in. They can also tell parents they would appreciate it if they did not give keg parties.

One more word for teachers: they shouldn't be afraid to confront students about their drinking problems and take steps to get them help.

There's a myth that having a good relationship with kids somehow will keep them from getting high or will get them to stop. That's not true. Once someone becomes either psychologically or physically dependent on drugs or alcohol, the best relationship in the world won't make him or her stop abusing them.

Westchester County's Student Assistance Program is one of the model intervention programs featured in Prevention Plus: Involving Schools, Parents, The Community in Alcohol and Drug Education, *published by the National Institute on Alcohol Abuse and Alcoholism. Single copies are free to community organizers from NIAAA's National Clearinghouse on Alcohol Information* (see Resources box).

Resources

For combating alcohol and drug abuse:

Alcoholics Anonymous (AA)—for people concerned about their own abuse of alcohol.

Narcotics Anonymous—for people concerned about their own abuse of drugs.

Al-Anon—for the families of alcoholics.

Alateen—for teenagers who have alcoholics in their families.

For teaching about alcohol and drugs:

American Automobile Association (AAA). For information on AAA-produced curriculum kits, contact the traffic safety/PR department of your local AAA club.

Chemical People. A two-part television series designed to stimulate community action against school-age drug and alcohol abuse. PBS will air it on November 2 and November 9, 1983. NEA encourages members and affiliates to participate in local outreach activities that accompany the series.

National Clearinghouse for Alcohol Information, P. O. Box 2345, Rockville, MD 20852. Ask for *Prevention Plus.*

National Association of Independent Insurers (NAII). The NAII-produced film *Just Along for the Ride* (about teenagers who drink and drive) is available on free loan, for rent, and for sale. For information, contact Vicom Productions, F.A.C.T.S. Distributing Div., 466 Central Ave., Northfield, IL 60093. Ask also about the film *Danger Ahead: Marijuana on the Road,* available for rent or for sale.

Your NEA

LOOKING AHEAD

Lights, Cameron, Action

. . . a candid conversation with Don Cameron, NEA's new executive director

Don Cameron assumes the position of NEA executive director on June 1, after a 20-year career with the Association in Michigan, Florida, and most recently at the national level as assistant executive director.

Joe Di Dio

What does the executive director of the National Education Association *do*?
My job is to administer the program and budget of the Association and supervise its staff. The dual roles occupied by staff and elected leaders in NEA are rather unique. We've evolved a leadership-administrative structure that's part union and part traditional professional association. We have strong elected officers, and we also have strong staff.

What are your hopes for NEA in the next five to ten years?
I'd like to help this organization determine its future relative to *education* issues. We've succeeded beyond our wildest dreams in moving NEA forward as a teacher advocate organization. We've captured the high ground when it comes to collective bargaining as well as political action and legislation.

But as we've moved into these new fields we haven't concentrated as much as we should on issues such as student enrollment demographics and what they mean for the future, how children learn and how we can help teachers do their jobs, getting the colleges and universities to clean up their teacher preparation act, and so forth.

I predict that in the 1980s and 90s, NEA will become an innovative, aggressive advocate for educational reform and will point the way for education groups and other citizens who are interested in how our public schools should function.

You mentioned demographic trends. Care to be more specific?
The baby boomlet just now beginning, coupled with a decline in the number of young people entering the teaching profession, will probably mean a drastic teacher shortage in all subjects by the late 1980s. It has already started in some places.

Tragically, this country is not prepared to deal with that problem—or a number of other challenges that will soon be upon us.

For example, at the very same time school revenue sources are atrophying, America is socializing 13 million immigrants into our system. Most are Asians and Islanders. That statistic has tremendous consequences for our public schools, not the least of which is bilingual education.

Altogether, with student population increases over the next decade, changing racial demographics, demands for computer literacy, plus teacher shortages on top of all that, our schools will have to respond to a whole new set of educational crises. Unless someone starts paying attention, we're going to have a serious problem on our hands.

How do you feel about the "high tech" crisis?
In their zeal to appear visionary, many school districts are rushing to install the latest computer hardware before they have any idea what it can do, what its limitations are, or what problems it may cause.

I might add that school administrators have always been susceptible to traveling education gadget salespeople. As usual, no one is bothering to educate most teachers as to how that machinery works or what the implications are for the learning process. And, as usual, the teachers in this country are the last ones to be involved in the installation of new educational programs or equipment.

You can bet, however, that five or eight years from now if all this technological innovation doesn't produce the desired results, and people start saying it didn't work and the money was wasted, teachers will become the scapegoat—just as they have for every other educational fad peddled by legions of previous salespeople. If it works, politicians will take the credit.

You see computers as just another educational fad?
I think the way they're being talked about and used today makes them susceptible. That is not to say computers have no appropriate place in the classroom—they clearly *do* have a place. But right now too many people are infatuated with the notion of "the information age" and "megatrends." They're so worried about keeping up with the high tech Joneses that they lack any real understanding of what it all means.

There's been lots of talk lately about "incompetent teachers." What can NEA do to improve its members' public image?
While I do not wish to ignore or denigrate the issue, the lament of some political candidates and many public school critics about incompetent teachers in the classroom is a red herring. It's often a political issue—one that politicians like to use in their quest for office because its a "hot-ticket" media issue.

There are, to be sure, some people in the classroom who do not belong there, and I think the NEA has a role to play in helping society get quality teachers into every classroom. But that's not going to happen until we reach consensus on a long-range program that will raise the quality of future teachers by raising the quality of their preparation—and by raising the amount of money society is willing to pay them, so our brightest and most talented aren't lured away to other professions. To demand professional excellence for a starting salary that averages only $12,000 is preposterous and a hoax. America's educational parsimony is the real problem.

Do you have any advice for locals trying to bargain contracts in today's economy?
As far as school employees are

SEEKING OFFICE

R.A. To Elect NEA Leaders

The candidates whose pictures and statements appear here filed for NEA office by April 1, 1983. Candidates for each office are presented in the order in which they filed. NEA disclaims any responsibility for the content of the candidate statements.

Nominations for NEA president, vice-president, two members of the Executive Committee for three-year terms, and one member of the Executive Committee for a one-year term will be made at the first business meeting of the 1983 NEA Representative Assembly on Saturday, July 2, in the Convention Hall of the Philadelphia Civic Center. Voting for officers on the first ballot will take place from 7 a.m. to 12 noon on Sunday, July 3.

If you plan to be a candidate, contact the Executive Office at NEA Center for complete information, including an official filing form. Submission of filing forms does not constitute nomination for office.

Pursuant to the requirements of Article V, Section 1 (c), (d), and (e) of the NEA Constitution, elections may also be held for at-large representatives of ethnic minorities, administrators, or classroom teachers in higher education on the NEA Board of Directors.

In the event that the election of the president creates a vacancy in the office of secretary-treasurer effective September 1, 1983, delegates to the 1983 Representative Assembly will elect an individual to that office also. Anyone interested in becoming a candidate for secretary-treasurer in the event of a vacancy may contact the NEA Executive Office.

Candidates for office shall have been active or educational support members of the NEA for at least two years immediately preceding the election.

For President

Mary Hatwood Futrell

Mary Hatwood Futrell, a proven teacher leader, is respected nationwide for her unwavering advocacy of education, children, and NEA members.

As secretary-treasurer, Futrell has acquired a thorough understanding of NEA's programs. She has spoken forcefully for NEA on issues such as excellence in our schools, improved funding of education, human and civil rights, collective bargaining, and political action.

Futrell has worked extensively with state and local affiliates, testified before Congress, and successfully advocated NEA policies in the national media.

Futrell believes that public education needs a strong NEA and that NEA's strength is in our members. She has demonstrated her ability to motivate and mobilize NEA members. Futrell's experiences in education, politics, and Association affairs have prepared her well for the NEA presidency.

For Vice-President

Betty Sayler

Expansion of the decision-making base at all levels of the Association is the major goal of my candidacy.

As chair of the Program and Budget Committee, the NEA vice-president heads the group that determines what NEA's program will be and how much money is put behind it.

We need to institute ways of greater state and local involvement in that process, to increase NEA's relevancy to and ownership by members.

As part of NEA's leadership team, I want to continue our bold progress of the past decade and achieve the standards, status, and working conditions so long desired by our teachers and support staff.

Since 1968, I have been local and state president and am currently a member of the NEA Board of Directors.

Keith Geiger

The impending election of new leaders, the transfer of operating responsibilities to a new executive director, the ongoing needs of all NEA members, and the ever-increasing demand for expertise and leadership in the areas of bargaining, political action, and instruction all combine to make this one of the most crucial and pivotal years in NEA's history.

concerned, meaningful bargaining, for all intents and purposes, has ground to a halt. We're treading water—not *sinking*, but certainly not getting any closer to the raft. School districts are having severe financial problems as revenue sources—local, state, and federal—are drying up.

What we must do as NEA members is become involved in legislative and political efforts to produce revenue from state and federal sources. That is the only way for local school districts to not only pay better salaries, but also run the quality educational programs everyone says they want.

That's easier said than done, because the public does a lot of talking about quality education—but finds it very difficult to finance schools through local property taxes. Americans have a public education system that is doing a tremendous job; it is far superior, in relative terms, to the financial commitment they're willing to make.

How do you respond to those who say NEA should stick to education and bread-and-butter issues and get out of such matters as gun control, the Nestlé boycott, and the nuclear arms race?

We as NEA leaders are mandated to carry out the policies set by the Representative Assembly, which is composed of over 8,000 delegates elected by secret ballot from their local and state associations. The delegates believe that many critical issues impinge upon the educational process, and that it's necessary for the NEA to take positions on those issues.

For example, teachers know full well that many young students are traumatized by the whole idea of nuclear war. Because the subject is in the minds and on the tongues of the children we teach, and because they are curious about their nation's future, it is appropriate for teachers to address that issue. Hiding our heads in the sand will only spawn ignorance.

There are many other issues like that. But, in the final analysis, NEA policies come down to whatever our Representative Assembly says they should be.

Any political predictions for 1984?

Sure. The period since 1980 has been a tremendous object lesson in the way politics works in this country—finer than anything NEA members could ever learn vicariously. I think most of our members, along with other Americans who care about public education, realize now that who gets elected to office *does* make a difference.

During the 1980 campaign, Ronald Reagan spelled out his plans for dismantling America's public school system. Everything he's done regarding education since he's been in office has been a political paean to those plans.

So, in 1984 it is imperative that NEA members listen closely to what *all* the candidates say about education—and to make certain that when they go into the voting booth, their vote is cast for a candidate who really cares about public education.

TAKING A STAND

Philadelphia To Host NEA Annual Meeting

Teachers, school support staff, higher education faculty, and other Association members from across the nation will gather at the Philadelphia Civic Center June 30 through July 5 for NEA's 121st annual meeting.

Some 8,000 elected delegates will set the Association's course for the next year during the eight business sessions of the Representative Assembly. The RA is NEA's highest policy-making body.

Current issues likely to be placed before the delegates for parliamentary debate and action include the demands for tighter academic standards for students and merit pay for teachers, the growing teacher shortage in certain fields, corporate involvement in the classroom, and the crisis in school finance.

Delegates and other NEA members arriving early are invited to attend two special conferences at the Philadelphia Centre Hotel. A two-day joint conference on the concerns of minorities and women, "Working Together for Race and Sex Equity," is set for June 27-28.

It will include three training sessions—analysis of power, interpersonal relations, and intergroup relations—as well as a series of workshops on seniority and affirmative action, political activity, organizing in the Association, institutional racism and sexism, math avoidance, and other topics. Conference fee is $35. Participants will be provided two luncheons and two nights' lodging at the hotel (double occupancy).

On June 29, NEA Instruction and Professional Development will be offering a one-day conference called "Focus, Education in the 80s: Current Demands, Future Challenges." Issues addressed will include the effect of classroom technological advances on collective bargaining and teacher evaluation, the impact of today's scientific discoveries on tomorrow's curriculum, and demographic trends as they affect teacher supply and demand.

Details on both conferences are in each delegate's official packet—or call NEA Center.

Disabled delegates who will need special equipment or services should contact the NEA Office of Convention and Conference Management (202/822-7777) immediately.

One More Proposed Rule Change

The following proposed amendment to NEA Standing Rule 8 was submitted in a timely manner in accordance with Standing Rule 9.B.2. (a). However, because of a technical error in the processing, it was not included in the "Proposed Amendments to the Constitution, Bylaws, and Standing Rules" insert in the May issue of *NEA Today*. It will be voted on by delegates to the 1983 NEA Representative Assembly in Philadelphia.

STANDING RULE AMENDMENT 3A
(Requires a majority vote)

Title: TO MAKE APRIL 1 THE DEADLINE FOR SUBMISSION OF RESOLUTIONS INSTEAD OF 6 P.M. OF THE FIRST DAY OF THE REPRESENTATIVE ASSEMBLY; TO DELETE THE PROVISION THAT RESOLUTIONS BE PRESENTED FOR VOTE EN MASSE; TO PROVIDE THAT RESOLUTIONS BE PLACED ON A CONSENT CALENDAR IN GOAL AREAS; TO PROVIDE THAT A RESOLUTION BE SINGLED OUT FOR DEBATE IF REQUESTED BY ONE-FOURTH (1/4) OF THE DELEGATES; AND TO LIMIT DISCUSSION TO ONE (1) HOUR PER DAY.

Rule 8. Resolutions Committee and Procedure

F. Procedures for Submitting Resolutions. Resolutions from delegates or members designated for consideration by the Resolutions Committee shall be submitted to the Executive Director or the chairperson of the Resolutions Committee or the members of the Resolutions Committee from their states not later than [6 p.m. of the day when the first business meeting of the Representative Assembly takes place] April 1.

(No change in next three paragraphs.)

The Resolutions Committee shall recommend a body of resolutions in its annual report to the NEA Representative Assembly. [These resolutions shall be presented for vote en masse.] The resolutions shall be placed on a consent calendar and dealt with on a goal area by goal area basis. A resolution may be held only if one-fourth (1/4) of the NEA delegates request it. Discussion will be limited to one (1) hour per day during the convention.

Submitted in accordance with Standing Rule 9.B.1(b) (by a state delegation)
Contact Person: Dianna Miller, South Dakota

New and experienced leadership must respond to the new and continuing challenges.

In concert with that leadership, all of us must rededicate ourselves to a better life for our members, our students, and all persons throughout the world.

I welcome those challenges and look forward to being a part of the new leadership.

My many years of service to our members at all levels make me confident that I can work with other leaders and staff to overcome the obstacles which are being placed before us.

For Executive Committee
(Two Seats Are Open for Three-Year Terms)

Gary Obermeyer

In my experience on the NEA Executive Committee, I have seen an organization in transition.

Our successes in political action, improvements in membership recruitment, development of instructional workshops, and redirection of communications efforts have all increased the focus at the local level. That is the source of our strength and the focal point of leadership.

Technology provides us with the means to be increasingly responsive to member needs. The challenges we face demand it. I believe that we should view challenges as opportunities for growth. My focus is on possibilities rather than on limits.

John Wilson

I have been on the NEA Board of Directors for five years, the Program/Budget Committee for three years, and I am a past local and state president.

If America needs strong public schools, then America also needs a strong NEA—an NEA to recruit, elect, and inform decision makers supportive of public schools; an NEA to demand quality curriculum and instruction for students; an NEA to advocate fair wages, working conditions, and community status for public school employees. America needs an NEA that demands race and sex equity in a society with doors of opportunity open.

As a candidate for the NEA Executive Committee, I believe my leadership skills and experience will be a strength to NEA. I understand the NEA agenda. My leadership attention will be to a strong NEA for strong public schools.

For Executive Committee
(One Seat Is Open for a One-Year Term)

A special election will be held for a third position on the NEA Executive Committee. The person elected to this position will serve through August 31, 1984, which is the remainder of the three-year term for which Pearl Mack was elected on July 6, 1981. Following Ms. Mack's election, a complaint was filed with the United States Department of Labor (DOL) alleging that violations of the Labor-Management Reporting and Disclosure Act of 1959 had taken place in connection with the July 6, 1981 election. After investigating the charge, DOL concluded that union funds had been used to promote an individual's candidacy in violation of the Act, and filed a lawsuit against NEA in the U.S. District Court for the District of Columbia seeking to set aside the election. On April 20, 1983, NEA and DOL entered into a Stipulation and Order settling the lawsuit. Although not admitting that any violation of the Act took place in connection with the July 6, 1981 election, NEA agreed in the Stipulation and Order to set aside the July 6, 1981 election and conduct a new election under the supervision of DOL. NEA has assured DOL that the election of delegates to the 1983 Representative Assembly (including specifically ethnic-minority delegates), the nomination procedure, and the election itself have been or will be conducted in accordance with the provisions of the Act.

Any member of NEA who desires further information regarding the settlement of the lawsuit may contact his or her state association or may call Fred Heitmann, Chief of Branch of Elections and Trusteeships, at 202/523-7353. Any member of NEA who believes that a violation of the Act has taken place in connection with the supervised election may file a challenge in writing with Richard Hunsucker, Director, Labor-Management Standards Enforcement, DOL, 200 Constitution Ave., N.W., Room North 5408, Washington, DC 20216. Such written challenge should be received by Mr. Hunsucker within 10 days after the date of the supervised election.

YOU AND YOUR RETIREMENT

Planning for Your Golden Age

June is finally here—and with it comes the annual exit of educators into retirement. If you're one of the many NEA members not quite eligible to retire this year but looking ahead to retirement by 1990, it's not too early to start planning for your future way of life.

First, it's essential to get a clear picture of what your financial status will be. Prudent planning now can ensure you'll be able to meet short-term objectives like taking a well-deserved vacation. And it can help with long-term objectives like determining what you can afford to spend each month during retirement.

The first step in establishing your financial plan is to figure out what your resources are. This may be the one time in your life you need an accountant—if only to give yourself the peace of mind that comes with knowing that you have an experienced professional as an ally and guide. But you may enjoy going it alone. The process isn't complicated, and it can even be fun.

You can arrive at an honest and objective evaluation of your resources by preparing two balance sheets—a net worth statement and an income statement.

A net worth statement contrasts your assets (what you own) with your liabilities (what you owe).

To arrive at your net worth, simply separate things of value that you own into two categories. The first, *income-earning assets,* includes bank accounts, stocks, bonds, income-producing real estate, and the cash value of life insurance.

The second category is *fixed assets*—those purchases that earn no income. These include the market value of your home (minus sales costs), furnishings, jewelry, automobile(s), and clothing.

Now total the value of all your assets, both income-earning and fixed. Then subtract your liabilities (the debts you owe, such as home mortgage, car loan, department store credit accounts, etc.). The difference that you come up with is your net worth—your approximate monetary worth.

You'll also want to determine just how much of that worth is *liquid*, that is, easily and quickly converted to cash. Your financial fantasies can turn to nightmares if you assume that the value of your home—say $100,000—is cash on hand. Just how "liquid" real estate is depends on market conditions (how fast homes are selling), interest rates—in fact on the general state of the economy.

The next step in a sound financial plan is to determine the difference between your income and your current cost of living. After all, only by knowing what you spend can you start budgeting for the savings that will become your retirement nest egg.

To prepare an income statement, you should total your income from all sources —salary, interest, dividends, capital gains, inheritances, and so forth. Then subtract from this total your estimated expenditures, such as mortgage or rent payments, interest payable, food, clothing, education costs, charitable contributions, taxes, and miscellaneous costs. The difference between estimated income and expenses is the approximate amount available for spending or investment.

To get a picture of the resources you'll have in the years ahead, prepare similar income and expenditure statements based on your projected pension and your post-retirement expenses.

Plan now to take advantage of the special benefits available to older Americans. There are a number of laws that will help you make the most of your money in the retirement years. For example—

- If you're 55 or older and sell your home at a profit, up to $125,000 of the gain can be excluded from federal income tax altogether.
- If you're 65 or older, you may claim an additional $1,000 personal exemption on your federal (and often state) income tax.
- If you plan to draw on the money in your retirement plan, the withdrawal method you choose (such as monthly payments vs. a lump sum payment) will have an impact on the amount of income tax you pay.
- If you die and leave unrestricted property to a surviving spouse, there is no federal estate tax payable on the value of this property.

Unless you have consulted with legal counsel, you may not fully appreciate how your retirement plans are affected by laws. In seeking effective legal help, choose a lawyer who understands your concerns and respects your pocketbook. Don't be afraid to ask for an estimated fee, and be sure that you understand how the fee is calculated and the method of payment. Secure a written fee agreement or letter for your file so that you don't have to rely on your memory.

It's good insurance to discuss your plans with a lawyer before legal opportunities become legal obstacles.

And don't forget that NEA can help you, too. Preretirement seminars and materials are available to all members of NEA-Retired. For more information contact NEA-R, 1201 16th St., N.W., Washington, DC 20036.

—NEA-Retired

What the NEA Special Services symbol can mean for you.

The world today is filled with fast talkers; product claims that border on the unbelievable; and fine print that will run you around in circles (if you can read it at all). When the time actually comes to buy something for yourself or your family, whom can you turn to? Whom can you really trust?

NEA Special Services. We stand behind every product or service that carries our symbol. Every single one. Because before we put our name on the line, we know everything there is to know about that product or service. We're investigators. We compare and evaluate. We have to, because all of our sponsorships are backed by a *guarantee* of personalized service and consumer protection. Do you know anyone else who will do that?

We don't play favorites. For every product that we sponsor, there are quite a few that didn't make the grade. And that's true for all of our categories, from insurance, discounts and travel, to retirement protection.

Look for the symbol. When you find it you can be sure you've found quality, reliability, service and value. And when you think about it, they're just about the hardest things to find these days.

For more information about NEA Special Services programs, write to NEA Special Services, 51 Monroe Street, Suite 200, Rockville, Maryland 20850.

LOOK IN THIS ISSUE FOR YOUR NEW NEA/HERTZ DISCOUNT CARD. IF YOU DID NOT RECEIVE A COPY, WRITE TO THE ADDRESS ABOVE TO RECEIVE YOUR FREE CARD.

UNIFIED SPECIAL SERVICES

NEA...Working for you

People

Bruce Simons

The ambience is quiet intimacy, with soft music and candlelight. The menu runs the gamut from Lobster Newburg to "grinders" and tacos.

But what's really unique about Le Cordon Bleu restaurant is that it's located at Brattleboro (Vermont) Union High School and run by students in the Quantity Food program there.

Teaching the students is **Bob Lanoue,** a former Navy cook who had worked at almost every restaurant job before starting up Le Cordon Bleu ten years ago.

When Lanoue was hired, class was being held in what had formerly been a storage area just off the school cafeteria. The room had yellow cinder-block walls, a concrete floor, harsh lighting, and flimsy tables.

With a little help from building trades, electrical, special education, and horticulture students, Lanoue managed to turn the room into a first-class restaurant that's open to the public five hours a week.

"The best little restaurant in town," claims *Country Journal* magazine, which featured Le Cordon Bleu in its March issue.

"The service is swift and efficient," the review pointed out. "A coffee cup never hits the tablecloth before it is refilled. Your soup is hot, and your salad is crisp and fresh."

Virginia Education Association

Arlington (Virginia) Education Association president Susan Rafferty has won what could amount to $17,800 in back pay and fringe benefits, thanks to a successful grievance over improper recall procedures following her April 1982 layoff.

The school board agreed with a fact-finding panel that school administrators ignored the district's seniority guidelines in treating Rafferty differently from the more than 120 other teachers RIF'd at the same time.

Rafferty, a social studies teacher, has been pink-slipped and then hired back every year since 1974; she won more than $8,000 in a similar grievance in 1980.

She believes her latest win and the publicity about it may have forced the Arlington school system to "look at whether it is over-RIFfing." The district didn't RIF any full-time teachers this spring.

Gayle Moore

A class tour of Washington, D.C., is an ambitious project for a teacher in Boise, Idaho—a trip to Latin America, even more so. Yet as a fifth grade teacher **Kathy Young** took classes to Washington several times. Now teaching sixth grade, she's led her students south of the border twice so far.

And she does it without leaving the Campus School, a regular public school located on the grounds of Boise State University. It's all done with models, and the children themselves are the guides. Their tour groups have included parents, the mayor, state legislators, the lieutenant governor, and visitors from the university.

Students first study the history and geography of a location, then make a relief map to scale on the classroom floor. They choose buildings or other features to model (not necessarily to scale). Finally, each student prepares a script for a tour of the whole model.

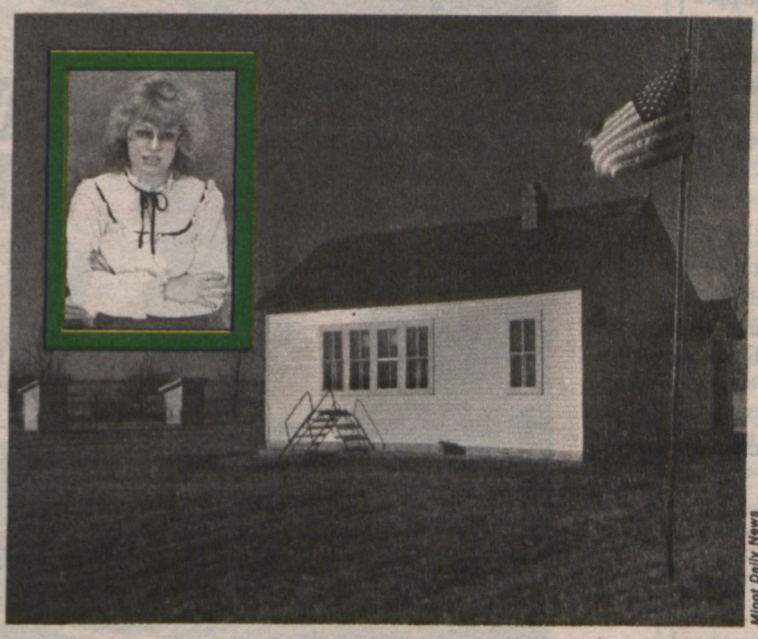
On the tour day, each conducts a personal guest and at least one other visitor through the tour.

The whole project leaves a deep impression. "Students have come back after five years to reminisce about their 'trip,' " marvels Young. "During the project, students really absorb the geography and history of the place—and they use math and science in making the models, so they learn a lot of lessons."

Fifteen years ago David Collins gave his Moline, Illinois, junior high English class an assignment that led to his second career. Writing a dramatic incident from a biography is "tough," the class complained—and challenged Collins to write one.

Since then, Collins has published some 22 books for kids—biographies of Abraham Lincoln, Harry S. Truman, George Washington Carver, and Francis Scott Key, as well as juvenile fiction that includes his own favorite, *Joshua Poole Hated School.*

Collins believes reading should be useful and entertaining. "I hope young readers feel my books are both," he says.



Minot Daily News

One-room-school teacher Nancy Loney was the loser in her first negotiations with her school board—but she's won the respect of teachers across North Dakota for her efforts.

Loney, the only teacher in the rural Grass Lakes school district, petitioned the three-member board for formal negotiations rights in the middle of her second year there. The board said it was illegal for one person to be recognized as an association.

The North Dakota Education Association immediately took up the battle. A series of court actions resulted in a state supreme court ruling that the board must bargain with Loney.

But North Dakota's toothless negotiations law allows school boards to drag out negotiations or refuse to accept a factfinder's report—which the Grass Lakes board did. The final offer: $9,000 and no benefits.

"I will finish out the year, but I won't speculate about next year," Loney says. She adds that her fight was not just for herself but for the next Grass Lakes teacher—and for others who work in one-room districts.

RESOURCES

Free or Inexpensive

To complement our cover story, this month's list zeroes in on computers.

GUIDES AND INTRODUCTIONS

The following booklets sample the list of the International Council for Computers in Education, 135 Education, University of Oregon, Eugene, OR 97403:

An Introduction to Computing: Content for a High School Course. 1982. 48 pp. $2.50.

Evaluator's Guide for Micro-Based Instructional Packages. 1982. 48 pp. $2.50.

Introduction to Computers in Education for Elementary and Middle School Teachers. 1982. 96 pp. $7.

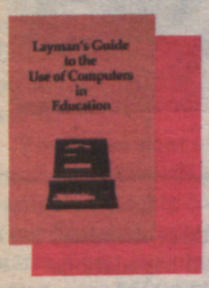
Quantity discounts are available. Postage and handling included on prepaid orders. Otherwise add $2.50 per order.

The following publications are available from NEA Professional Library, P.O. Box 509, West Haven, CT 06516:

A Teacher Survey NEA Report: Computers in the Classroom. NEA Research. Gives the results of a survey of NEA members on their access to and use of computers in school. 1983. 88 pp. Stock no. 3093-1-00-D. NEA members, $6.25; nonmembers, $12.95.

Computers in the Classroom. Henry S. Kepner, Jr., editor. Written by experienced teachers, this anthology introduces readers to computers in education and discusses special topics such as the use of computers in programs for the handicapped. 1982. 160 pp. Stock no. 1825-7-00-D. $7.95.

Layman's Guide to the Use of Computers in Education. Paperback. An update of the 1971 edition, the booklet describes instructional and administrative uses of computers in education, the parts of a computer, and some computer languages. Revised 1982. 61 pp. $4 plus $1 postage. Discounts available for multiple orders. Association for Educational Data Systems, 1201 16th St., N.W., Washington, DC 20036.



COMPUTER PROGRAMS

Pocket Computer Primer. Hank Librach. Paperback. Provides original programs for pocket computers to facilitate instruction in geography, computer literacy, language, and mathematics, among other subjects. 1982. 96 pp. $9.95. A Spectrum Book. Prentice-Hall/Micro Text. Englewood Cliffs, NJ 07632.

DICTIONARY

The Random House Dictionary of New Information Technology. Paperback. Explains all the lingo associated with information technology, defined as "the new electronic storage and transmission of information." 1983. 206 pp. $7.95. Random House/Vintage, 400 Hahn Rd., Westminster, MD 21157.

HIGHER EDUCATION

A Guide to Computer Applications in the Humanities. Susan Hockey. Paperback. Describes for the scholar how to use computers to analyze topics in literary and linguistic and historical studies. 1983. 248 pp. $8.95. Johns Hopkins University Press, Baltimore, MD 21218.

LANGUAGES

Software Languages, special feature in *Instructional Innovator,* April 1983. Includes an introductory lesson in BASIC (easy to learn even without a computer) and a comparison of popular languages used for educational computing. Single back issue, $3. Association for Educational Communications and Technology, 1126 16th St., N.W., Washington, DC 20036.

MAGAZINE

Teaching and Computers, a new monthly magazine from Scholastic. Intends to help elementary teachers learn about, teach their students about, and teach with computers. Eight issues per year, starting September 1, 1983. Individual subscription (special charter rate), $15.95; five or more subscriptions to the same address, $9.95 each. Pay by check, charge to MasterCard or VISA (give expiration date), or ask for billing at school. Teaching and Computers, Scholastic Inc., Box 2001, Englewood Cliffs, NJ 07632.

IN THESE TIMES, IT
THE BEST-SELLING* CO
TO DO MORE FOR SO

RESOURCES

Idea Exchange

Because this is the last issue of NEA Today *until October, we offer some back-to-school ideas now, for those who like to plan ahead!*

Settling-Down Exercises

When school opens in the fall, language arts study doesn't have to start out with that time-honored essay on the summer's

activities. Rebecca Graves of Burlington, North Carolina, asks her fifth graders about their school instead.

She passes out papers listing questions from "What are the custodians' names?" to "What are Smith Elementary's address and phone number?" and "How many students are in the school?"

She writes the answers in scrambled order on the chalkboard. That way, Graves says, students can figure out on the spot the answers they don't know—or at least can copy them down as the class goes over the questions and right answers.

Graves, who has used this activity for four years, says it warms the students up if they feel shy after the summer's break. She reports that it also helps them feel part of the class and the school.

Let Your Cookie Be Your Guide

The very first day of school can be a terrifying experience for a child.

"Our big building intimidates the kindergartners," says Elayne Simons of the South Elementary School in Storm Lake, Iowa. Her remedy: a very special building tour that stretches out over several days.

The tour begins normally enough, with an introduction to the cooks in the cafeteria. With help from the lunch staff, the children make a cookie-sheet-sized gingerbread man and put him in the oven. Then Simons takes the class out to recess. When they come back and peer in the oven, the gingerbread man is gone.

The cooks say they haven't seen him, so Simons takes the class to the principal's office to report the missing "person." After the principal takes down the facts about the disappearance, he shows the children around his office and introduces them to the secretaries. Finally someone finds a note on the door. It's from the gingerbread man, and it directs the class to the janitor's office.

Next day the children go to the janitor's office. They meet the janitor and look around, but the gingerbread man isn't there—just another note.

The kindergartners tour the whole school in this way, and the older students enjoy playing along with the search. One year the class even sent for the sheriff, who came to take a "missing G. B. Person" report and proceeded to talk about safety in crossing streets.

The children write a description of the gingerbread man ("he has three raisins on his stomach"). Finally they find him—and eat him (some of them reluctantly). By that time, Simons says, they really know their way around.

Schools Take In Playing Guests

Music teachers often wish they could bring professional musicians before their students—without paying a small fortune. Nicholas Ezzone of Kansas, Ohio, has found a way.

Last year, for example, the Tower Brass Quintet spent two days performing in local schools. Ezzone, for 12 years a music teacher, rates TBQ's presentation "both educational and entertaining."

A two-day visit from five musicians can be expensive, but the school system had help. The source? The Music Performance Trust Fund of the American Federation of Musicians, along with the union's Local 121.

The fund (which gets its money from record companies) pays musicians to give admission-free, live public performances. Typical sites are parks, veterans' hospitals—and schools. Schools can apply for funds (well in advance) through their local of the Musicians' Union.

Veteran music students aren't the only ones who were inspired by the TBQ performances, says Ezzone, now a high school principal. Last fall students flocked to enter beginning music courses.

If you're using a classroom activity you think other NEA members might like to know about, please send a description to Idea Exchange, *NEA Today*, 1201 16th St., N.W., Washington, DC 20036.

'S ONLY RIGHT FOR OMPUTER COMPANY HOOLS.

It's ironic.

At a time when there's never been a greater need for computer education, there are fewer funds available to buy computers.

From the beginning, Commodore has had a commitment to help educators get the most for their computer dollar.

As the dollar has become tighter, our commitment has become stronger.

This commitment hasn't gone unnoticed. Here's what Dr. Donald J. Senese of the U.S. Department of Education said:

"It's encouraging to find a company like Commodore maintaining a commitment to education and the improvement of the educational process during these critical times."

Commodore isn't new to education. Our Commodore PET® was one of the very first computers used in schools. Our experience in education has taught us a great deal about what teachers need.

OVER 250 EDUCATION RESOURCE CENTERS THROUGHOUT THE NATION.

Computer use in the classroom is new to many of you. Naturally, you have questions. That's why we've established more than 250 Education Resource Centers around the nation.

These are schools and microcomputer laboratories who have agreed to share information, software and skills. Here you can get assistance from the people who can help you the most–other teachers and administrators.

656 SOFTWARE PROGRAMS. YOURS FOR THE ASKING.

We've just released 656 educational software programs into the public domain. These programs are yours for the asking. All you pay your Commodore dealer is the cost of labor and materials.

These programs, written by educators, include courses in business, computer science, English, French, geography, history, mathematics. The list goes on and on, and is cataloged by subject and grade level.

We're also working with major educational publishers to develop new software. And we've developed a complete set of software tools to make our educational computers even more useful. Take LOGO and PILOT, for example. These popular languages have been completely adapted for the Commodore 64.™

HOW ELSE CAN COMMODORE SAVE YOU MONEY?

Most of Commodore's computers are compatible with each other. This can save you money in a number of ways.

For example, the new Commodore 64 will be able to use over 90 percent of the software that has been created for the Commodore PET series computers.

Another important feature is local networking. Several Commodore computers in a classroom can be connected to a single printer and disk drive to save you even more money.

We'd be happy to send you a free brochure that describes how we can help you. Simply fill out the coupon and mail it to us.

These days, your funds can only go so far.

It's in both our interests to make them go a little further.

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Please send me more information on how Commodore can help my school system.

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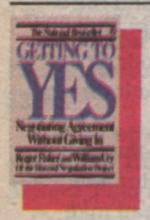
RESOURCES

Book Beat

At the Bargaining Table: What Works, What Doesn't

The NEA Bargaining Behavior Training Program was developed to help Association leaders and staff strip away the myth of the macho *I win, you lose* negotiator. In its place the program advocates bargaining techniques that will allow mutual gain for both sides.

The two books reviewed here are recent products of the Harvard Negotiations Project, a research-oriented program that explores the theory of conflict reso-



GETTING TO YES: Negotiating Agreement Without Giving In
By Roger Fisher and William Ury.

(Penguin paperback. 162 pp. $4.95)

lution. Reading them is ideal preparation for anyone who would participate in the NEA training program.

Published in hard cover two years ago, *Getting To Yes* is a primer on *I win, you win* negotiations. These are encounters in which both sides secure agreement without giving in.

To do so, however, they must bargain over *issues* rather than *positions*. Bargaining over positions, the authors say, produces unwise or inefficient agreements. Bargaining over issues, in contrast, focuses on the merits of questions and is therefore more likely to produce balanced results.

The authors recognize that ideally it takes two to do issue bargaining. But even if only one side hews to its principles, reasonableness should ensue on all sides. These are the principles:

- Separate the people from the problem.
- Focus on interests—yours and theirs.
- Use creativity to invent options for mutual gain.
- Insist on using legitimate and objective criteria.

If *Getting To Yes* is an outline of strategy—short, quickly read, and easily understood—*The Art and Science of Negotiation* is a text on negotiations dynamics. Author Howard Raiffa takes a parallel approach to that of the authors of *Getting To Yes*. He stresses the need for balance, however, between the "art" of negotiations—interpersonal skills—and its "science"—systematic analysis of the mathematical probability of outcomes.

THE ART AND SCIENCE OF NEGOTIATION
By Howard Raiffa.

(Harvard. 360 pp. $18.50)

In most bargaining, Raiffa suggests, negotiators are "cooperative antagonists" in search of a zone of agreement. To find the zone's boundaries, he teaches them to assign arithmetic values to the issues under consideration. After they establish value ranges, skilled negotiators can search for "linkage," the possibilities for trade-off. The result should be an efficient contract, one that permits maximum joint—but not necessarily equal—gain.

Both books view negotiation in the larger context, using examples from the world of diplomacy—the Camp David accords, the Panama Canal Treaty, the Law of the Sea conferences. Interestingly, in spite of the complex and unfamiliar subject matter, these examples contain all the necessary lessons for effective teacher–school board bargaining.

Reviewed by Charles N. Lentz, assistant executive director, Minnesota Education Association.

Summer Reading Suggestions

Some recent paperbacks that will inform, entertain, and take little space in knapsack or beach bag.

The Life of Mahatma Gandhi by **Louis Fischer.** Harper & Row. $8.95. A new edition of the classic biography.

The Cosmic Code: Quantum Physics as the Language of Nature by **Heinz R. Pagels.** Bantam. $4.50. An explanation in nonmathematical language of the "radical new picture of the material world" modern physicists have discovered.

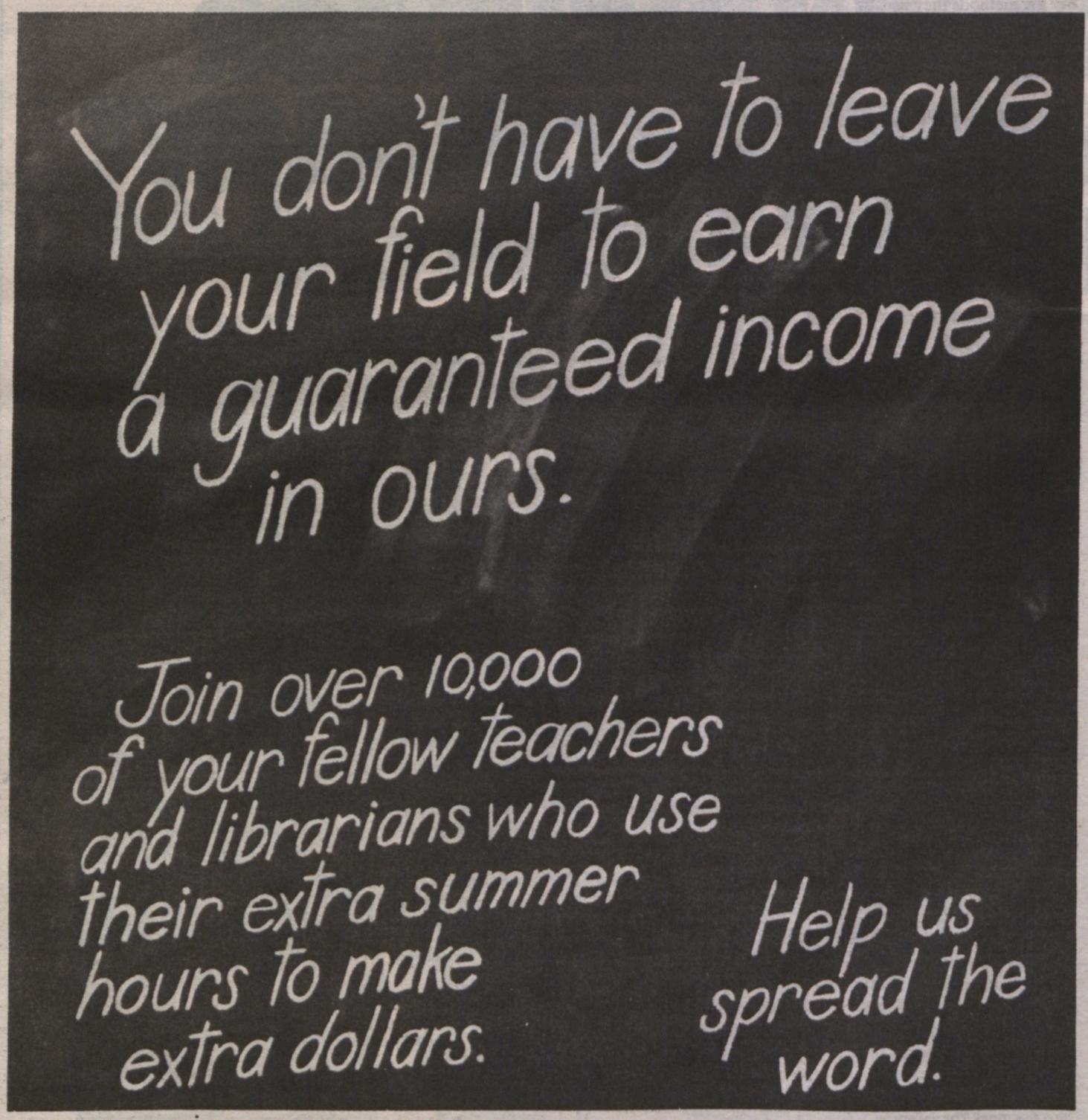
Sala'ilua, a Samoan Mystery by **Bradd Shore.** Columbia. $14. Reaction of villagers to the murder of a chief reveals much about relationships in Samoa—who knows, maybe even about coming of age there.

The Catalog of Cool, edited by **Gene Sculatti.** Warner Books. 216 pp. $6.95. Instant catch-up for those who were too young or too square to take in the hip side of the Forties and Fifties.

Dance of the Tiger by **Björn Kurtén.** Berkley. $2.95. An Ice Age novel that permits the reader to solve the riddle of what ever happened to Neanderthal man.

The Life and Times of the Greek Alphabet by **Alexander** and **Nicholas Hume.** Godine. $8.95. From alpha to omega, a look at the effect of classical Greek on our language and culture.

On Learning To Read: The Child's Fascination with Meaning by **Bruno Bettelheim** and **Karen Zelan.** Random House/Vintage. $5.95. Two credits in psychoanalysis for readers of this stimulating application of Freudian psychology to the way children learn to read.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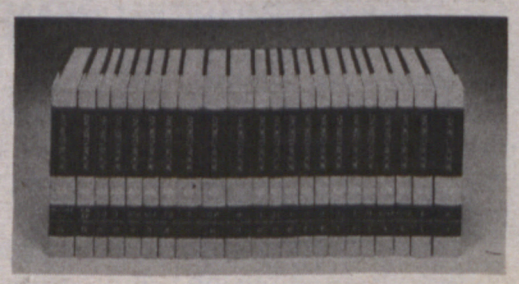

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PERSONALLY SPEAKING

MONEY

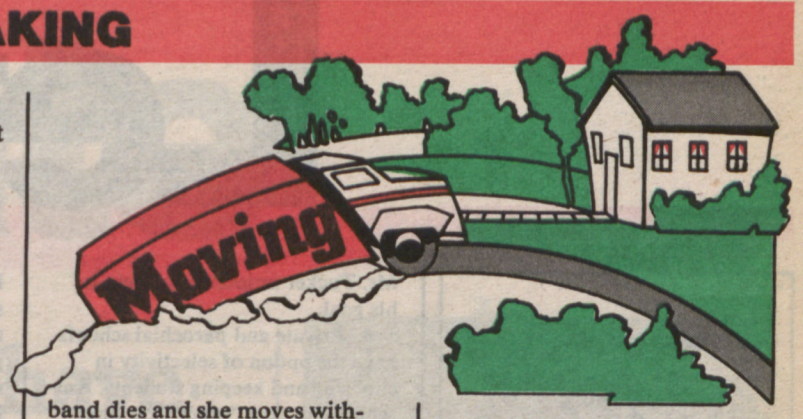
Don't Walk Away From What's Yours

Hundreds of thousands of Americans—mostly women—lose money that rightfully belongs to them when they move or change their names. Banks, insurance companies, brokerage firms, and government offices (for example, the Internal Revenue Service) do try to trace people to whom they owe money. But the methods they use, by their very nature, discriminate against women.

When you move without leaving a forwarding address, the post office returns documents like bank statements or dividend checks to the sender. Most institutions won't bother to look in the phone book to see if you're listed with a new address. Even if they do look, they won't find you if you've changed names because of marriage or divorce. Nor can they find you if your phone is in someone else's name.

When the IRS discovers that it owes a taxpayer a refund, it traces that person by Social Security number. But unfortunately, on joint returns the IRS computers look only at the *first* Social Security number. Suppose a woman marries, changes her address, and from then on files jointly with her husband, listing her Social Security number second. The IRS will lose track of her and she'll never even know about that refund.

Similarly, if a woman's husband dies and she moves without leaving a forwarding address, her tax refund will never catch up with her. Even if she files her own tax return next year, using the same name she used on her joint return, the IRS computer won't "recognize" her if she'd always been listed second.



And if a woman changes the name she gives her employer without informing Social Security, her earnings won't be credited to her and she'll lose part of the benefits she should get when she retires.

What can you do to make sure you won't lose what's coming to you? First, if you move, be sure to leave a forwarding address with the post office. Still, this doesn't guarantee that all your mail will be forwarded. The post office can make mistakes, and in any case it forwards mail for only a limited time.

So it's a good idea to keep an up-to-date address list for all your banks, brokers, insurance companies, and other such institutions, and inform each of them whenever you move or change your name. Notify Social Security if you change the name you give your employer.

It's also important that you and your spouse discuss your finances regularly. Some widows and widowers may not even know if somebody owes them money.

The IRS now holds an estimated $24 million in unclaimed tax refunds. As much as $15 *billion* lies in forgotten accounts with financial institutions. Make sure none of that money is ever yours!

—NEA Special Services

HEALTH

Unmasking Fire Danger

You may have seen ads for emergency fire escape masks. For about $50, they offer to lessen your chance of injury or death in a fire. Their method is simple: chemically-treated paper filters supposedly protect you from smoke inhalation, the biggest danger in an indoor fire.

But these masks may actually be dangerous, the National Fire Protection Association warns. They don't provide any oxygen, and if you assume they do, you may stay in an area where there's not enough good air to breathe.

In addition, finding and putting on your mask can waste valuable escape time. Worse, when modern building materials burn, they often give off poisonous gases that the paper filter can't handle.

Rather than rely on products like the mask for safety in a fire, rely on yourself—and the commonsense tips listed below. If you will be staying in a hotel or motel this summer, take the time to read these *do's* and *don'ts*. They could save your life!

DO familiarize yourself with the building's layout. Know exactly where the exits are. Count the number of doors between your room and the nearest emergency exit, in case you have to find it in a dark, smoke-filled hall.

DON'T stop to gather personal belongings when you hear a fire alarm, even if you don't smell smoke or see a fire. Just get out as quickly as possible. (But DO remember to bring your key, in case you must retreat to your room.)

DO feel the door before you open it. If it is cool, open the door a crack and check outside for smoke or fire.

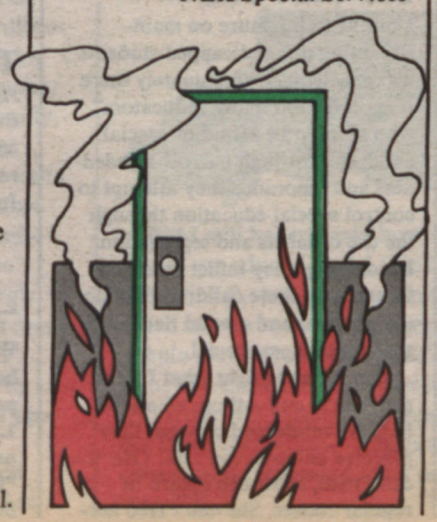
DON'T open the door if it feels warm. Use wet towels and blankets to cover the cracks around the door, and stay put.

DO stay by a window and signal to be rescued. Wave a sheet or towel to attract attention—unless there's smoke or flame outside your window.

DON'T jump if you are more than one or two stories up. Wait for the fire fighters to come for you with a ladder.

DO stay close to the floor to avoid inhaling smoke and superheated air.

—NEA Special Services



LEISURE

'Bad Days': How Well Do You Cope?

It's going to be one of those days! You're supposedly on summer "vacation." But you're behind in your accounting class homework, you promised you'd help out at the NEA-PAC fundraiser, and it's your turn to drive the kids to soccer practice. The washer is broken and you need to wait for the repairperson, the car is on "empty," and there's nothing in the refrigerator for dinner.

When you find yourself overextended, time management specialists suggest deciding which projects can be saved and which can't. Just take five minutes to list all the things you must do, and then divide them into three categories:

- Projects that are beyond saving.
- Projects you can "put on hold" for the time being.
- Projects you should concentrate your efforts on now.

Use your imagination when you make your list. Some projects can be postponed by renegotiating the deadlines. If you explain your situation, for instance, you might be able to set up a long-term project in accounting in place of the homework you've missed. And don't overlook alternatives—maybe tonight is a good night to pick up a pizza.

One mistake people make when things start getting hectic is to assume they have to do everything themselves. A smart problem-solver looks to others for help.

If you're really in a jam, that's the time to cash in on favors. Don't be afraid to ask your friends and neighbors to help out. As long as you're not constantly in a bind—and as long as you're quick to repay a favor—most people will gladly lend you a hand.

You can also hire help. Maybe you could pay a neighborhood teenager to wait for the repairperson, or even to pick up your groceries.

Once you've narrowed your tasks down to those that you can and must get done, stick to them. Don't let routine duties, or outside distractions like telephone calls, keep you from concentrating on the important goals you've set. Especially if the job is unpleasant, it's easy to let yourself get sidetracked. Avoid the temptation.

No matter how hectic and impossible the day gets, keep reminding yourself that you've been through worse. If you keep your problems in perspective, you'll avoid "losing your cool" and work much more efficiently.

Finally, when the day is over, take a few minutes to reflect on what went wrong and why. Don't assume that a bad day is due to bad luck—learn from your mistakes. Maybe you can change your routine to avoid such work overloads in the future.

—NEA Special Services

Letters

Alternative Schools

It's pretty sad when a school described as featuring regular homework and a high proportion of time on task is an *alternative* public school!

C. D. Hippler
Relay, Maryland

Poisonous Art

As an art teacher, I read with great interest your short article in May on potentially toxic art supplies.

I would like to know more about the dangerous substances you reported on.

Michael Patterson
Middlebury Center, Pennsylvania

Ed. note: We received several inquiries similar to yours. The "Poison Palette" study our story referred to is available from the Massachusetts Public Interest Research Group, 37 Temple Place, Boston, MA 02111, for $2 plus 95¢ for postage and handling.

Tuition Tax Credits: No

William B. Tucker's May letter lists six reasons to support tax credits, each of them faulty and each so general that it is difficult to believe that even he can take them seriously. I would like to answer them each briefly:

1. Private schools have a right to exist, do exist, and will continue to exist as long as clients find their product worth the sacrifice in time and tuition.

2. The U.S. Constitution requires that states provide the opportunity for all students, not a select few, to receive an education.

3. Parents of public school children should not be expected to subsidize the private education of children whose parents have, through free will, chosen to use facilities other than those provided by the public.

4. Public schools are no more responsible for the ills of society than are families, skating rinks, movies, television, or yes, churches and private schools from which young offenders come. Public schools attempt to meet the challenge of *all* students.

5. Public schools carry out the requirements designed by state and local boards of education under the aegis of local control. It is not the objective of public schools to program or deprogram students, as Mr. Tucker intimates strongly is his goal.

6. Private and parochial schools have the option of selectivity in choosing and keeping students. Any school can do a "super" job when it is elitist. Private schools can eliminate their failures and give them to the public schools for possible redemption.

Richard Bergdahl
West Lafayette, Indiana

Correction on Utah

In your otherwise superb April articles on bargaining, your "crazy quilt" map showing the status of collective bargaining for teachers in the 50 states shows Utah as having no collective bargaining.

That is incorrect. Utah should have been shown on the map as one of the states which allows teachers to bargain without a law—through court order, executive order, or personnel policy.

Please set the record straight. Thanks.

Donald W. Ulmer
Acting Executive Director,
Utah Education Association

Effort Shouldn't Count

Your April article on "Children Who Learn Not To Learn" failed to name the real villains. These are "educators" who teach that one need not learn to pass. For decades, tens of thousands of American schoolchildren have been taught the code phrases ". . . but I tried" and ". . . but I *really* tried."

How convenient that neither the quantity nor the quality of that putative effort can be measured. This cannot be called "learned failure," for it is institutionalized failure.

Instead of studies of why children don't learn, what is needed is moral integrity enough to say, at any point, "If you can't learn, then you shall not be promoted."

Arthur B. Needham
Fitchburg, Massachusetts

Hyped Up on Sugar?

Bob Berndt's arguments for junk food in your April debate are high on the list of the dumbest arguments I have yet seen. As teachers, he says, "let's not volunteer to tackle another social problem—a relatively trivial one at that."

Discipline is *not* a trivial problem. I have watched one of my school's worst "discipline problems" consume (for lunch) two juice bars loaded with sugar and additives, two chocolate milks, two large cookies, and two ice creams. A look around the cafeteria reveals other "discipline problems" eating similar meals.

Schools are supposed to be for education. Children who are hyped up on sugar are not capable of optimum learning. Any teacher who has had to deal with children immediately following a class party is well aware of this. Let's let the junk eating be done after school time.

Shirley Jamison Koch
Houston, Texas

Like Bob Berndt, I believe the schools have far too many subjects thrust upon them that should be the province of the family. Unfortunately, if the schools don't do it, it doesn't seem to get done.

A few years ago I opposed school breakfast programs, but now having seen the great academic improvement that results, I have become an advocate.

We as educators must constantly inform students at whatever age of the importance of good nutrition and set a positive example.

Raymond F. Ensher
North Fork, California

Vending machines, as in your April debate headline, often are portrayed as the providers of "junk food." The fact is that in response to concern about proper nutrition, vending machines in schools and elsewhere nowadays offer a great variety of nutritionally desirable products.

Too often vending machines are castigated as purveyors of so-called "junk foods." I doubt that this will teach children anything except that some adults are not immune to prejudice. We believe that school officials and teachers should not hesitate to supervise what is offered in vending machines. Our industry usually is glad to cooperate in achieving a nutritious "vending machine curriculum" in the schools and elsewhere. We think it's good policy as well as good business.

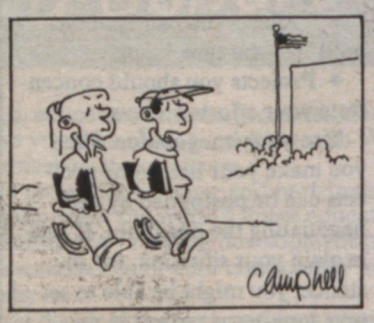
Walter W. Reed
National Automatic Merchandising Association, Chicago, Illinois

Double Standard?

The April letter criticizing *NEA Today* editors for printing letters of opposition to NEA philosophy is typical of the double standard of the political left. Every liberal is opposed to censorship . . . unless he can censor ideas contrary to his own.

Since many pages of *NEA Today* are employed to promote the NEA philosophy, a few column inches of rebuttal is proportionately infinitesimal. To begrudge such little space is not only indicative of intolerance and narrow-mindedness; it is an expression of fear of intellectual freedom.

Ronald Lehr
Lorain, Ohio



"Remember the multiplication tables, remember the spelling rules, remember the dates! What are we, silicon chips?"

A letter in your April issue whines that *NEA Today* prints "every reactionary letter" it receives. The authors sneer that such letters are "comical" and "embarrassing," and they claim that the "overwhelming majority of the nation's teacher/members" agree with NEA policies "most of the time."

Sorry, but educated people require proof for such pronouncements and sweeping overgeneralizations. I have long suspected that some liberals are at bottom more rigid and uncompromising than the "conservatives and ultraconservatives" they so naively deride. The authors of this letter unwittingly lend credence to the possibility that some liberals are frightened by opposition and would silence it.

James W. Stewart
East Leroy, Michigan

National Teachers Day

"National Teachers Day," April 20, was commemorated in my sixth grade classroom by inviting city and state elected officials, business people, and the University of Nebraska president each to teach for 30 minutes or more during the day.

The media gave us positive coverage. My students enjoyed the opportunity to learn English, art, math, personal finances, music, government, and international education from these leaders, and I appreciated the opportunity to recognize and honor the vital contributions of America's public schools.

Thank you for the idea! It was great!

Mrs. Gwen Clark
Lincoln, Nebraska

U.S. Priorities Questioned

There's something wrong with a system that sends "foreign aid" to Latin America—which never gets to the real people but makes multimillionaires out of corrupt generals and politicians—while keeping teachers at the bottom of the pay scale in this country.

There is definitely something wrong with a system that makes American taxpayers subsidize millionaires in other countries while their own schools go broke.

Arnie Lutz
Playa del Rey, California

The 'Can't' Cult

Your March feature on mainstreaming of handicapped students was excellent. Unfortunately there remain far too many "educators" who seem to be afraid of special children. Through narrow-mindedness and ignorance they attempt to control special education through the use of labels and segregation. In so doing, they inflict more differences on these children than do the physical and mental handicaps that make them special.

I continue to fight what I term the "can't" cult—those whose beliefs are reinforced by what they perceive children can't do. (He can't read, so he can't learn in regular classes. She can't feed herself, so she can't eat with others. He can't "behave" in the self-contained special class of mixed ages and grades, so he can't be with his chronological peers.) This "can't" terminology tends to predetermine a child's potential.

I have yet to see children harmed through well organized mainstreaming. Today, because of support from hard-working colleagues, "my" retarded students have become "our" students and have total school identity. Although the teachers are aware of the handicap, the child—not the label—is the focal point.

With proper guidance and cooperation, most children can be educated within the regular system. This method is working; unfortunately, too few educators are willing to spend the time necessary to implement it.

Betty Rankin
Catharpin, Virginia

'A Tough Job'

I am a former teacher now working for an educational consulting organization. I taught in Connecticut for 11 years, serving as local association president and on the state board of directors. Those were satisfying, rewarding years.

But now, for the first time in my career, I am recognized for a job well done. What a pleasant surprise! I am earning more money than I was in teaching—but even more important, I feel like a professional.

In the eight months since I changed jobs, I have not needed the time off that I needed when I was teaching. I always thought teaching was a tough way to earn a "living," but now I know how tough.

I hope that good teachers will stay. And I hope they will be recognized as professionals doing a tough job with little respect and little monetary reward.

Audrey Ellison
Framingham, Massachusetts

'Please Continue'

Your new format is attractive and useful. The "Trends" section I have sent to inform relatives of recent studies. The TV tips I have saved to alert my students to watch the "Freedom To Speak" series.

Please continue your stimulating news arrangement.

Charon Stewart-Andersen
New Brighton, Minnesota

The End Is Near . . .

After being in public education for over 10 years, we've finally discovered there are three real good reasons for hangin' in there: June, July, and August!

Tom and Patty Batt
Denver, Colorado

What's your opinion? NEA members are cordially invited to use this page to exchange ideas with their 1.7 million colleagues around the nation. Address correspondence to "Letters," *NEA Today*, 1201 16th St., N.W., Washington, DC 20036.

Debate

Do videogames have any educationally redeeming value?

Tom Cordy

YES

Jerome McGovern teaches English at Peru Junior/Senior High School in Peru, New York, not far from the western shore of Lake Champlain. This year he is president of the NEA/NYEA-affiliated Peru Association of Teachers. With his son Brian available as a consultant, McGovern agreed to debate two opponents on the subject of videogames.

They're educational, all right. But we're not sure yet who the teacher or what the subject is.

I was playing Space Invaders recently when my 12-year-old son asked me if I knew what I was doing. I said that I certainly did: I was zapping the blips at the bottom of the screen that were trying to shoot me down. With the patient exasperation only children have for pathetic parents, he explained to me that I was precisely wrong: my job was to shoot down the spaceships that were trying to bomb my territory.

After this experience, you might think I'd find it difficult to see videogames as educationally redeeming. After all, we adults usually call something *educational* because it helps someone become educated—i.e., like us.

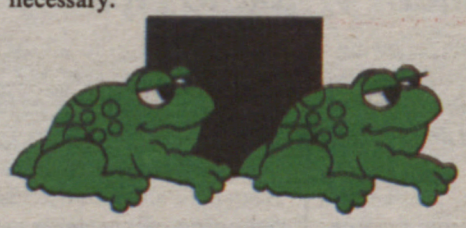
Therefore, as teachers we expect anything that's educational to help people get the knowledge and skills we teach our students. In videogames, however, the roles are reversed, the teacher becomes the student, and small children explain how these inventions work. But that still doesn't answer the question, Are the inventions *educational?*

At the time of their appearance, inventions and discoveries are often difficult to evaluate. Many ancient Greek philosophers and teachers believed that writing would corrupt instruction—that the only proper way to send a message was orally, the only way to receive it aurally. In simple societies, illiterate shepherds could read the constellations better than most college graduates today, though a compass would have confused them. The explosion of literacy after Gutenberg's invention of the printing press upset many people, who realized that the printed word would make people less likely to accept authority. Every invention or discovery seems to have a price.

In the play *Inherit the Wind,* which deals with the Scopes/evolution trial in Tennessee, the Clarence Darrow character talks about the price we must pay for progress. Speaking of the airplane, he admits that man can fly, but adds that "the birds will lose their wonder and the clouds will smell of gasoline." He speaks in a similar vein about the loss of privacy that the telephone causes even while it brings people together.

So how do we measure the price we're paying for videogames—beyond the more than $5 billion worth of quarters the coin-operated games swallowed in 1981? The answer isn't clear, because we will, as always, measure the new against the old. We'll try to determine whether children who play videogames read as well as those who don't. Or whether mastery of videogames helps children learn skills we adults already have.

Of course, because we don't consider the games important, we'll never reverse the process and worry that reading or writing may hinder the playing of videogames. I suppose that's why we don't measure students' video levels as we do their reading levels. We are perhaps like the practitioners of a medieval oral tradition, who judge reading to be destructive because it makes memorization less necessary.



But I still haven't said how videogames are educational. I think they *are* educational, though, because they do much of what education is about: train people to receive and respond to information. The information comes in bleeps and frogs and yellow munching cookies, but it is information—transmitted, received, and responded to by people who "read" it.

Kirk Kolpitcke

NO

DuWayne Kleinschmidt and Berland Meyer are 'computer freaks' in Wausau, Wisconsin. Kleinschmidt coordinates K-12 mathematics and teaches math and computer science at Wausau West High School. Meyer, until recently a fifth grade teacher, is director of instructional computing for the Wausau schools. Both are past local Association presidents.

Whap! Bam! Zap! We may be computer freaks, but don't assume that this makes us videogame freaks.

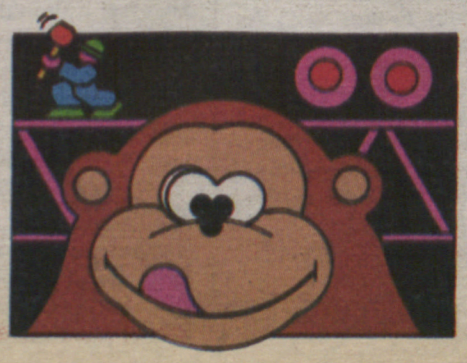
As far as we're concerned, there's no educationally or socially redeeming value in videogames. To us the sound of dying Klingon vessels symbolizes only the devastation the games are perpetrating on American youth.

For at least the past 20 years, social critics have contended that modern life desensitizes us—particularly our youth—to violence and aggressive behavior. An important cause, we've been told, is the vivid imagery of the packaged destruction that makes up so much of television fare.

Now, with the advent of violent videogames, there's an added dimension: player-controlled simulated destruction. Many videogame players—including young people—find the appeal of destruction irresistible, especially when it's delivered by colorful action graphics in an exciting audio environment with a minimum of tedious instruction.

The surgeon general of the United States recently speculated about the adverse mental and physical effects of videogames on children and teenagers. He observed, "They are into it body and soul. Their body language is tremendous and everything is 'zap' the enemy. There's nothing constructive in these games."

That's because the goal in videogames is winning. Winning—or succeeding—is of course in itself positive. In real life, however, unlike in videogames, success is not always a matter of destroying someone or something. It's a question of *achieving* something—often in competition—but the other guys needn't be wiped out.



As educators, we know that adolescence is a time when individuals learn to make responsible decisions and judgments. As part of the process, they stop being spontaneous, self-centered children and become instead considering, considerate adults.

According to some researchers, videogames are responsible for certain aberrations in children's behavior—for such symptoms as tension, sleeplessness, and nightmares. They may also make some children ready to accept real violence or even be willing to copy it. If these effects are borne out, what chance do children have of growing into responsible adults?

Others make the argument that violent games are less bad than what people see on TV, at sporting events, or in movie theaters. Somehow this difference is supposed to justify the arcade games. But the logic is ludicrous! The point is that the values many arcade games and television programs teach run counter to those that responsible parents espouse.

Then there's the argument that really sets our teeth on edge—that competence at videogames is a component of computer literacy. To argue this is to say that watching a football game is equivalent to doing exercise.

As teachers of computer skills, we view with dismay those billions of dollars of resources that drop through arcade coin slots. At the same time, the possibility for children to have positive educational experiences with computers languishes because of the lack of adequate funding for education.

Even more serious is the fact that videogames give computers a bad name. Parents who know the negative effects of the games have concluded—inaccurately—that computer education involves the same activities. This is unfortunate, since the two are light years apart as constructive educational tools.

With computers, we can extend human capacities for understanding. With videogames, we can simply intensify our capacity for destruction.

TELEVISION

At the end of the school year...

READING RAINBOW

...a pot of literary gold

by Lynne Brenner Ganek

A new PBS summer television series that brings award-winning children's picture books to life is scheduled to premiere nationwide on Monday, July 11. "Reading Rainbow" will air twice daily, Monday through Friday, for six weeks (*check local listings for exact times*).

LeVar Burton, known for his stunning portrayal of Kunta Kinte in "Roots," hosts the magazine-format series. Special performances by Maya Angelou, James Earl Jones, Lou Rawls, Ben Vereen, Lily Tomlin, Bill Cosby, Madeline Kahn, and other stars with a personal interest in quality children's television enhance the 15 half-hour episodes.

"Reading Rainbow" is a special cooperative venture among educators, librarians, and TV producers, funded by the Kellogg Company and the Corporation for Public Broadcasting. The goal is to help children in the primary grades maintain vital reading skills and interests over the summer.

In the initial stages of production, 12 NEA members met with the producers in New York City to advise on content and development. The NEA consultants were Brenda Bartel, Judy Bernstein, James Cullinan, Robert Stanger, and Sharon Burnett of Connecticut; Ken Bratspies, Irene Kasper, Michael Wallwork, and Brenda Winn of New Jersey; and Gloria Coopersmith, Faith Monoach, and Wilma Melamed of New York.

Colorful "Reading Rainbow" posters and bookmarks are available at many local libraries and PBS stations. The bookmarks will also appear on Kellogg cereal boxtops this summer.

The *Reading Rainbow Gazette*—an activity magazine packed with games, puzzles, book lists, photos from the series, and a special letter to parents—is available at many PBS stations and can be ordered for $1.25 each (minimum quantity 50) from Cindy Parzych, 64 W. 82nd St., New York, NY 10024.

"Reading Rainbow" is a coproduction of Great Plains National (Lincoln, Nebr.) and WNED-TV (Buffalo, N.Y.) in association with Lancit Media Productions (New York City). Closed captioning for deaf viewers is performed by the National Captioning Institute.

A synopsis of each program and a suggested activity reinforcing its theme appear below. Teachers might want to duplicate this material and send it home to parents for use with their children over the summer.

1. "Tight Times." The emotional dilemma of a parent who loses a job. Includes 99 ways to have fun on a shoestring budget—and "Check It Out," a lavish song and dance number set in a library.

Activity: Visit a library and show youngsters how to obtain a personal library card. **Feature book:** *Tight Times,* by Barbara Shook Hazen (Viking).

2. "Three by the Sea." Review of all kinds of storytelling, from sea chanties to improvisation, emphasizing the importance of the art of spinning yarns.

Activity: Encourage students to make up stories and to share their yarns with classmates. **Feature book:** *Three by the Sea,** by Edward Marshall (Dial).

3. "Bea and Mr. Jones." Encourages fulfilling daydreams and pursuing "adult" interests. A young girl training to be an astronaut at NASA Space Camp and one of the nation's youngest librarians are featured.

Activity: Create scenarios for students to role-play that allow them to imagine themselves as responsible adults. **Feature book:** *Bea and Mr. Jones,** by Amy Schwartz (Bradbury).

4. "Bringing the Rain to Kapiti Plain." Burton delights over the many things to do inside on a rainy day, including discovering the secrets inside a good book. There's a trip to an atmospheric research center, some puddle hopping, and a glimpse at traditional ways of predicting weather.

Activity: Encourage children to make their own rainbows by putting a half glass of water on a window ledge, half on and half off. Then put a piece of white paper on the floor under the window, allowing direct sunlight to reflect through the glass to the paper. **Feature book:** *Bringing the Rain to Kapiti Plain,** by Verna Aardema (Dial).

5. "Louis the Fish." In an expedition to the New England Aquarium, Burton investigates brilliant forms of underwater life, including Dolly and Dixie, two highly intelligent dolphins.

Activity: Ask children to make a mobile showing various forms of sea life, e.g., starfish, seahorse, shark. **Feature book:** *Louis the Fish,* by Arthur Yorinks (Farrar, Straus & Giroux).

6. "Digging Up Dinosaurs." Burton visits Dinosaur National Park. The episode includes a rugged search through the mountains of Utah and climaxes with the burying of a time capsule.

Activity: Create a class (or neighborhood) time capsule by having each child contribute an item that represents his or her lifestyle. Bury the capsule for future generations to discover. **Feature book:** *Digging Up Dinosaurs,** by Aliki (Harper & Row).

7. "Arthur's Eyes." Burton takes a look at the many ways we "see" or "perceive" our world, discovering that it's not what you see but how you see it. Microphotography and optical illusion are explored.

Activity: Set up a "sensory lab" and allow children to experience their five senses. **Feature book:** *Arthur's Eyes,** by Marc Brown (Little, Brown and Avon).

John Engstead

LeVar Burton stars in "Reading Rainbow," a 15-part PBS television series designed to inspire children's interest in reading good books over the summer.

8. "Gila Monsters Meet You at the Airport." Burton talks about moving—and how misconceptions and preconceptions can cause unwarranted anxieties. A visit to Arizona gives viewers a close look at gila monsters.

Activity: Conduct a discussion, asking students how it feels—or how it would feel—to move to a new town, a new school, a new grade level. **Feature book:** *Gila Monsters Meet You at the Airport,** by Marjorie Weinman Sharmat (Macmillan).

9. "Three Days on a River in a Red Canoe." Burton goes whitewater rafting on Africa's Zambezi River. Back home he explores the fun of backyard camping, including camping cuisine.

Activity: Suggest that children keep a scrapbook of their experiences during the summer. Have each child design and decorate a vacation scrapbook. **Feature book:** *Three Days on a River in a Red Canoe,* by Vera B. Williams (Greenwillow).

10. "Gift of the Sacred Dog." A special celebration of native American culture, exploring American Indian contributions to contemporary society. Includes a visit to a Crow Indian powwow in Montana.

Activity: Have children research American Indian words in common usage, such as popcorn, powwow, Chicago, Mississippi. **Feature book:** *The Gift of the Sacred Dog,* by Paul Goble (Bradbury).

11. "Ty's One Man Band." Presents a variety of music forms, including jazz, doo-wop, and a one-man band from the *Guinness Book of World Records.*

Activity: Let children become one-person bands, using everything from real musical instruments to tin can lids. **Feature book:** *Ty's One-Man Band,* by Mildred Pitts Walter (Four Winds).

12. "Miss Nelson Is Back." Disguise, trickery, magic, and illusion. Burton finds himself on a mystery hunt that leads him to Blackstone the magician, real-life mannequins, and a surprise party.

Activity: Have children design masks using paper bags; supply a variety of scrap materials for facial features. **Feature book:** *Miss Nelson Is Back,* by Harry Allard (Houghton Mifflin).

13. "Gregory, the Terrible Eater." Challenging the myth that goats eat anything, Burton goes to the San Diego Zoo's kitchens to see the animals' menu—and finds that what you order for lunch is a matter of taste.

Activity: Use a cookbook to make an easy but delicious recipe. **Feature book:** *Gregory, the Terrible Eater,** by Mitchell Sharmat (Four Winds).

14. "The Day Jimmy's Boa Ate the Wash." A look at pets, both humorous and serious. Burton checks out a snake, a tarantula, and an array of farm stock.

Activity: Have students find photographs of out-of-the-ordinary animals. Discuss what these creatures eat and where they live. **Feature book:** *The Day Jimmy's Boa Ate the Wash,* by Trinka Hakes Noble (Dial).

15. "Liang and the Magic Paintbrush." Delving into New York City's Chinatown, Burton experiences calligraphy, stone carving, and Chinese cooking.

Activity: Encourage children to use their imaginations to paint a picture rich in beauty. **Feature book:** *Liang and the Magic Paintbrush,* by Demi (Holt, Rinehart & Winston).

Other TV/Radio Tips

NEA recommends the following broadcasts to members, students, and their families (*check local listings for dates and times*):

Divorce! Kids in the Middle—*syndicated, Metromedia stations, first week in June.* Hour-long look at children and divorce, explaining innovative alternatives.

Vietnam: A Television History—*PBS, 13 one-hour programs beginning in late September.* Interviews interspersed with film footage. Recommended for high school use. Instructional materials available from WGBH-TV Educational Projects, 125 Western Ave., Boston, MA 02134.

Songs Jumping in My Mouth—*National Public Radio, 13 half-hour programs beginning in October.* Humanities series targeted for age six through nine integrates children's questions and fantasies with history, culture, and ideas. Free teacher's guide available from "Songs Jumping in My Mouth," WETA, Box 2626, Washington, DC 20013.

Lynne Brenner Ganek is a former teacher and active Association member in Pennsylvania and New Jersey. She is now vice-president for special projects at Lancit Media Productions and an associate producer of "Reading Rainbow."

***Available in both paperback and hardcover editions.**

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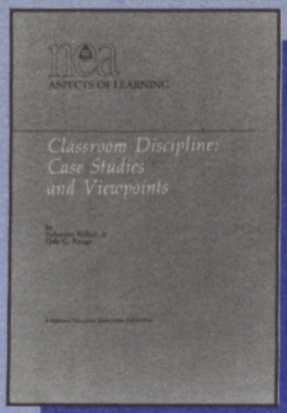

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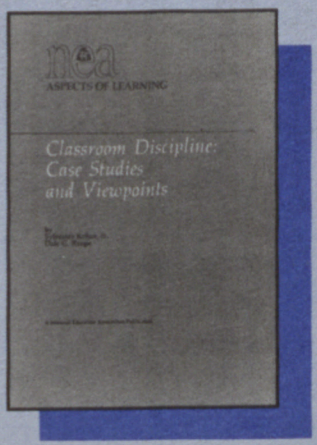

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